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ABSTRACT

One hundred fifty-four English language annotations of books, articles, and government publications about education in 11 Arab countries are contained in this bibliography. Drawing from materials published in 1976, the bibliography examines education for all age groups and ability levels in Egypt, Bahrain, Iraq, Jordan, Kuwait, Oman, Qatar, Saudi Arabia, Sudan, Syria, and Yemen. The material is presented under 77 topic headings, including aims of studying in Arab countries, art education, curriculum development, education and economic development, educational experimentation, illiteracy, mathematics, guidance and counseling, school dramatics, and teaching methods. Lists of items by country, authors, and sources conclude the document. (Author/DB)

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SELECTED BIBLIOGRAPHY OF ARAB EDUCATIONAL MATERIALS

Vol. 1

SO 011 165

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Cairo, Egypt

1978

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ADULT EDUCATION

1. Saber, Muhyyeddine, "Al-Tahaddiyat Al-Hadariyyah Wa-Ta'leem Al-Kibar", (Civilization Challenges and Adult Education), League of Arab States, Arab Organization for Education, Culture and Sciences, Arab Agency for the Eradication of Illiteracy and Adult Education, "Ilm Ta'leem Al-Kibar", (The Science of Adult Education), Vol. 1, Cairo, 1976, pp. 61-97.

Following an introduction on what is meant by adult education and the impact of modern civilization on the changing relationships between man and natural resources and also the importance of studying the embodied contents of this new civilization, the writer discussed contemporary civilization, showing its nature, characteristics and advantages.

He went on to describe the attitude of developing countries vis-a-vis the race of civilizations and the attitude of education towards civilization challenges, showing the importance of perpetual education in confronting the qualitative changes befalling social life.

Talking on the educational challenges in developing communities the writer brought out the qualitative and quantitative challenges and explained the relation existing between education and the modern formula of civilization.

Dealing with adult education and the challenges of our age, the writer reviewed the stages through which adult education has passed and the challenges which confront the social function of adult education.

The writer went on to discuss the ability of absorbing the means and possibilities inherent in civilization and the need for creating a unity of the educational system which would make adult education an education of a perpetual and continuing nature, giving an explanation of the challenges facing adult education in the Arab World eversince the Islamic era.

Challenges facing the Arab World include the elimination of the problem of illiteracy, the fact that the Arab World is possessed with some peculiar phenomena characteristic only of it and the fact that adult education is, in most cases, dependent upon the institutions of systematic education.

Concluding his article, the writer dealt with the problems facing adult education in Arab countries, laying special emphasis on the fact that students lack any motive to study and referring to the shortage in specialized teachers and supervisors, the problem of financing, the shortage in school buildings and the problem of curricula.

A summary of the article is given at its end.

Financing - Arab Countries

2. Helmi, Shukri 'Abbas, "Idarat Wa-Tamweel Ta'leem Al-Kibar", (Administration and Financing of Adult Education), League of Arab States, Arab Organization for Education, Culture and Sciences, Arab Agency for the Eradication of Illiteracy and Adult Education, "Ilm Ta'leem Al-Kibar", (The Science of Adult Education), Vol. 1, Cairo, 1976, pp. 311-358.

The writer began his article with an explanation of the concept of adult education and how this concept has its bearing on educational policy-makers and planners.

He went on to describe the present condition of adult education organization and administration in Arab countries, mentioning the machineries and institutions which contribute to adult education and indicating the sound basis for administration and organization and the principles entailed.

Stressing the importance of studying adult education costs, the writer explained the methods of cost analysis and cost classification in adult education (i.e. comprehensive analysis and detailed analysis of costs), mentioning the sources from which adult education draws its financing and pointing to the ways of increasing such sources and developing new ones.

In conclusion, the writer mentioned how adult education costs may be rationalized.

Reference books in Arabic and foreign languages consulted by the author in the compilation of his material are listed at the end of the article.

In Arab Countries

3. El-Kousi, Abdul Aziz, "Madkhal Li-Ta'heel Ta'leem Al-Kibar", (An Introduction to a Qualified Adult Education), League of Arab States, Arab Organization for Education, Culture and Sciences, Arab Agency for the Eradication of Illiteracy and Adult Education, "'Ilm Ta'leem Al-Kibar, Vol. 1", (The Science of Adult Education, Vol. 1), Cairo, 1976, pp. 11-18.

The writer started his article with a review of the movements of adult education in the various parts of the world and the his;tory of this movement since the dawn of Islam, showing its present significance in the Arab World and Egypt.

Describing the different forms taken by this movement throughout successive eras and indicating the extent to which adult education needs to rest on solid foundations, the writer said that education of adults needs to take into consideration the sex and psychological condition of students.

In conclusion, he discussed the aims of perpetual education and the targets sought from the fundamentalization of adult education, showing the importance of this type of education in a world of rapid changes and its vital value to man's comfort and welfare.

4. 'Afifi, Mohamed El-Hadi, "Mafhoum Ta'leem Al-Kibar", (The Concept of Adult Education), League of Arab States, Arab Organization for Education, Culture and Sciences, Arab Agency for the Eradication of Illiteracy and Adult Education, "'Ilm Ta'leem Al-Kibar", (The Science of Adult Education), Vol. 1, Cairo, 1976, pp. 19-60.

The writer began his article with a talk on the responsibility of adults in the society and their role in bringing up youngsters.

Following a commentary on the place of adults in the society and their role in bringing about the country's economic development and in formulating the society's philosophy, the writer explained the strategy of education both of youngsters and adults and showed how concepts gradually developed.

The writer went on to review the factors which gave rise to the concept of adult education and which influenced the development of its strategy.

He then explained the comprehensive concept of adult education within the framework of the concept of perpetual education which constitutes the basis of the whole concept of adult education. He explained as well the major trends outgrowing from the comprehensive concept of adult education.

Concluding his article, the writer listed Arabic and foreign books which he consulted in the preparation of his study.

5. 'Ebeid, Ahmed Hassan, "Ta'leem Al-Kibar 'abra Al-'Usur", (Adult Education Through Ages), League of Arab States, Arab Organization for Education, Culture and Sciences, Arab Agency for the Eradication of Illiteracy and Adult Education, "'Ilm Ta'leem Al-Kibar", (The Science of Adult Education), Vol. 1, Cairo, 1976, pp. 99-154.

In a preliminary introduction to his article, the writer explained how man is affected by and affects in other people and how this relates to the transmission of knowledge to other people. He explained the reasons for which this fact is not taken into consideration in adult education.

The writer went on to give a historical background of adult education in the United States, England and the Popular Republic of China, showing that Islam and certain Islamic scholars had explosive effect in creating a desire for learning and for spreading knowledge.

Following a historical review of adult education in Egypt eversince its independence in 1922, the writer indicated the extent of interest shown by the Ministry of Education in eradicating illiteracy and in educating illiterate labourers eversince that date and the subsequent role assumed by the Ministry of Social Affairs since 1943, as a consequence of which Law No. 110 of 1944 was enacted to regulate literacy campaigns and spread popular culture. The highlights of this Law were given by the writer who added that as from 1946, the task of adult education passed to the Ministry of Education. He described the role played by the latter Ministry in this respect up to our present day.

Concluding his article, the writer made his own comments and conclusions derived from the historical review of this subject, listing the books and reference consulted by him.

6. League of Arab States, Arab Organization for Education, Culture and Sciences, Arab Agency for the Eradication of Illiteracy and Adult Education, "'Ilm Ta'leem Al-Kibar, Vol. 1", (The Science of Adult Education, Vol. 1), Cairo, 1976. 358 pages.

Following an introduction in which the document defined adult education and pointed to its significance to society, a set of articles on adult education were published*.

These articles dealt with the following subjects: postponement of adult education; the concept of adult education; the cultural challenges facing adult education; adult education throughout ages; the psychological bases for adult education; programmes of adult education and the principles of their formulation; methods and styles of adult education; preparation and training of personnel engaged in the field of adult education and administration and financing of adult educational programmes.

In the Sultanate of Oman

7. Ghanem, Salem, "Ta'leem Al-Kibar Usayer Al-Ta'leem Al-'Aamm fil-Sultanah", (Adult Education is Concomitant With General Education in the Sultanate), "Nahwa Tarbiyatin Afdal", (Towards a Better Education), (Oman), 1st year, Issue No. 3, (February 1976), pp. 21-23.

Giving an account of the efforts exerted by the Ministry of Education in educating adults and describing the achievements accomplished in this field, the writer explained that two concomitant systems of education are established in Oman, a systematic and a liberal system.

To demonstrate the success of both systems, the writer reproduced two tables, one showing the efforts made in fighting illiteracy during the scholastic years 1973/74 - 1975/76 and the other showing the progress made in home studies from the fifth year primary to the secondary stage.

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* A separate review is made of each article.

Instructors in Arab Countries

8. Haggag, Abdul Fattah Ahmed, "I'dad Al-'Aamileen fi Ta'leem Al-Kibar", (Training of Personnel Engaged in Adult Education), League of Arab States, Arab Organization for Education, Culture and Sciences, Arab Agency for the Eradication of Illiteracy and Adult Education, "Ta'leem Al-Kibar, Vol. 1", (Adult Education, Vol. 1), Cairo, 1976, pp. 271-310.

In the course of explaining the reasons and justifications for the training and preparation of those engaged in adult education, the writer dealt with the concept of adult education and the developments it had undergone and commented on "knowledge explosion" and its implications as regards adult education. He pointed to the steady inclination towards specialization, the modest positions held by those engaged in adult education, the new outlook to the importance of those engaged in this field and the impact of the adults' educational needs on determining the characteristics required in instructors.

The writer went on to review the categories of those engaged in adult education showing the procedure for their selection.

Concluding his article, he described the patterns of training programmes and the role of teacher training colleges and other educational institutions in this process.

Programmes in Arab Countries

9. Al-Laqani, Ahmed Hussein, "Baramij Ta'leem Al-Kibar Wa-Ussus I'daduha", (Programmes of Adult Education and the Bases for their Preparation), League of Arab States, Arab Organization for Education, Culture and Sciences, Arab Agency for the Eradication of Illiteracy and Adult Education, "'Ilm Ta'leem Al-Kibar, Vol. 1", (The Science of Adult Education, Vol. 1), Cairo, 1976, pp. 181-209.

At the beginning of his article, the writer underlined the importance of adult education and defined the terms used in the article, explaining each term and indicating the interrelationships between these terms.

After indicating the types of programmes applied in adult education, he explained the factors which influence the formulation of each programme, discussing in this respect the impact of the society as generator of the educational drives, the public as recepient of the programmes offered and the institution as propagator of these programmes.

The writer went on to discuss how adult educational programmes are formulated and implemented. In this connection, he emphasized the need for limiting the number of students and giving due regard to their psychological and social characteristics. He further emphasized the need for defining targets, determining educational contents, defining means and methods, specifying the requirements for organization and implementation and, lastly, explaining the procedure for organization, follow-up and evaluation.

Teaching Methods - Arab Countries

10. El-Laqani, Ahmed Hussein, "Turuq Wa-Asaleeb Ta'leem Al-Kibar", (Means and Methods of Teaching Adults), League of Arab States, Arab Organization for Education, Culture and Sciences, Arab Agency for the Eradication of Illiteracy and Adult Education, "'Ilm Ta'leem Al-Kibar", (The Science of Adult Education), Vol. 1, Cairo, 1976, pp. 211-270.

Having indicated at the beginning of his article the importance of distinguishing means of methods utilized in adult education from those utilized in teaching youngsters, the writer explained the reasons for the differences in these methods and reviewed the aims, contents and methods of education being the basic elements in the provision of any education situation.

Reviewing the means and methods utilized in teaching adults, the writer dealt with the lecturing method giving the conditions to be fulfilled in it, the symposium method and the procedures for utilizing this method in adult education, the method of discussion and its patterns, the method of interviewing and the factures which insure its success, the method of correspondence and the role of the teacher in it, the method of programmed education with an indication of its basics, and the methods of acting, case study, analysis of the educational material and gradual training.

In concluding his article, the writer dealt with methods of adult education, concentrating on movies, sound recordings, demonstrative scenes, radio and television.

A bibliographical list is given at the end of the article.

AIMS OF STUDYING IN ARAB COUNTRIES

11. Khuza'i, Mu'awiyah, "Ahdaf Al-Dars", (Aims of Studies), "Nahwa Tarbiyatin Afdal", (Towards a Better Education), Oman, 1st year, Issue No. 3, (February 1976), pp. 35-43.

The writer began his article with an indication of the importance of defining targets in the educational activities, drawing a distinction between the targets which the society formulates and which are binding on the members of the society and the targets laid by the individual for his own purposes.

He then indicated that it is advantageous for the teacher to have the educational targets defined, whether in the process of planning for educational activities and applications or in the process of implementation and evaluation.

After defining educational targets, the writer reviewed samples of targets as laid by teachers for their lessons, showing to what extent they are ambiguous in their formulation.

He went on to explain how specified behavioural aims are laid, discussing the three levels of educational targets, namely; general targets, transitory targets and special targets. He defined the meaning of each one of their targets, showing how they interrelate and specifying and identifying the contents of the ultimate aims of the entire educational process, being: knowledge, assimilation, application, analysis, construction, trends, motor skills and, lastly, habits.

ARABIC LANGUAGE

In Arab Countries

12. Al-As'ad, "Umar, "Lughat Al-Ta'leem", (The Language of Education), "Al-Tawtheeq Al-Tarbawi", (Educational Documentation), Saudi Arabia, Issue No. 12, (October 1976), pp. 18-20.

The writer began his article with a talk on the Arabic language as a language of teaching and learning in all stages of education in Arab countries, referring in this respect to the duality represented in the use of the colloquial language in teaching in the primary stage in addition to the use of the classical language while memorizing text books.

The writer went on to explain the causes of the language problem, devising some solutions for it. Here, he dealt with the need for educating the teacher himself, the preparation of lessons before the period starts, addressing pupils in classes in the classical language, developing the reading habit among pupils and following up reading interests of pupils. In this connection, the writer emphasized the role of the teacher.

13. Ahmed, Mohamed Abdul Kader, "Azmat Al-Lughah Al-'Arabiyyah fil-Bilad Al-'Arabiyyah", (Crisis of the Arabic Language in Arab Countries), "Al-Ahram" newspaper, 102nd year, Issue No. 32846, (November 14, 1976), p. 3.

After pointing out the relation between pupils' weakness in Arabic and the academic and professional qualification of the teacher of this language, the writer showed how the thorough training of Arabic language teachers constitutes an asset to the Fatherland, safeguards Arabic heritage and transforms the currently weak curriculum into a strong one.

The writer went on to review the sources of training Arabic teachers on teaching the language in the various stages of education (i.e. primary, preparatory and secondary) and described the methods which insure a proper training of Arabic language teachers.

Here, he concentrated upon institutions which train Arabic teachers for the preparatory and secondary stages, emphasizing the need for a re-consideration of the curricula used in Arabic language teacher training colleges and institutes, for the introduction of practical training, for the establishment of experimental schools which would be attached to men and women teacher training institutes, for keeping up contacts between educational faculties and institutes and their graduates who are active in the field and for providing on-job training for teachers.

ARABIC LANGUAGE CURRICULA

In Democratic Yemen

14. Ahmed, Abdu Hussein, "Dirasah Muqaranah fi Manahij Al-Lughah Al-'Arabiyyah", (A Comparative Study in the Curricula of Arabic Language), by Abdu Hussein Ahmed and Abdul Wahhab Abdul Bari, "Al-Tarbiyah Al-Jadidah" magazine, (New Education), Yemen, 2nd year, Issue No. 4, (March 1976), pp. 68-78.

Following an introduction on curricula, with special reference to the curricula of Arabic language, the writers described how these curricula should be worked out.

They went on to draw a comparison between the various branches of Arabic in the old curricula and in the modern ones, dealing in this respect with grammar, expression, reading books, poetry and literary texts which are taught in the secondary stage of education, pointing to the shortcomings of the old curriculum and the advantages of the modern one.

ART EDUCATION

In Democratic Yemen

15. Al-Jefri, Farouk, "Al-Ittijahat Al-Jadidah fi Maddat Al-Tarbiyah Al-Fanniyyah", (Modern Trends in the Subject of Art Education), "Al-Tarbiyah Al-Jadidah", (New Education), Democratic Yemen, 2nd year, Issue No. 4, (March 1976), pp. 35-44.

After pointing out the importance of art education from a social point of view, its significance in establishing a link with other school subjects and its advantages to pupils, the writer summed up the aims sought by art education in public schools in four points namely, educational, artistics, cultural and informative aims.

The writer elaborated on art as viewed by philosophers and educators and explained the function of the art education teacher giving a set of recommendation which teachers of art should adopt and apply in formulating their syllabi, in introducing their art material to pupils and in guiding these pupils. Examples of artistic expression topics were cited by the writer.

Commenting on the socialist ideology and how to propagate it through art education, the writer explained the types of socialist conduct and showed how socialist values could be absorbed through teaching.

Dealing with the attributes of a good teacher, the writer touched upon the skills, trends, experiences and information a good teacher should possess.

Other matters dealt with in the article include the relation between art education on the one hand and production and the environment on the other, the manner in which conduct could be changed and the creation of new trends. Art expression, he said, is a means for asserting socialism.

Concluding his article, the writer dealt with the value of education in public life.

In Jordan

16. Said, Mohamed Ahmed, "Al-Tarbiyah Al-Fanniyyah Miraatun 'Aakisatun Li-Tabi'at Al-Atfal", (Art Education is a Mirror Reflecting Children's Nature), "Al-Tarbiyah", (Education), Qatar, Issue No. 16, (July 1976), pp. 42-43.

At the beginning of his article, the writer reviewed the modern educational phenomenon known as "education through play". He showed how this phenomenon relates to art education, indicating its significance in helping children express themselves.

According to the writer, art education is considered a mirror which reflects the psychology and nature of children and which constitutes a factual record of their lives. He showed how children resort to substitutes when their school deprives them of art education and other identical activities.

The writer went on to review the topics of art education, showing how they are selected for the different stages in Jordanian schools and emphasizing the importance of selecting subjects which correspond to the environment and serve the required purposes.

He then dealt with the raw material needed for art education, showing how they are selected and the manner in which they are manipulated. He also indicated the various sources from which such material is obtained.

Concluding his article, the writer dealt with the natural resources of Jordan, the school's budget, and parents' councils and teachers.

AUDIO-VISUAL AIDS IN ARAB COUNTRIES

17. 'Ali, Sirr Al-Khatm 'Othman, "Adwaa 'ala Istikhdam Al-Wasayil Al-Ta'leemiyyah fi Tadrees Al-Tareekh", (Casting Light on the Utilization of Educational Aids in the Teaching of History), "Al-Tawtheeq Al-Tarbawi", (Educational Documentation), Saudi Arabia, Issue No. 11, (April 1976), pp. 8-19.

Following an introduction on the aim of his study and its significance, the writer defined audio-visual and educational aids saying they fall into audio aids and visual aids.

He went on to describe the educational role of maps, pictures, drawings, films, televisions, videotapes, plays, models, school museums and radio, showing how they may be employed in the teaching of history.

Recorded tapes, he added, are most significant in the teaching of history as compared to radio broadcasts, because the listener could stop the tape at will and discuss the programme recorded on it, unrestricted by any specified programme or limited time.

The writer showed how schools could produce recorded tapes for the benefit of pupils.

Concluding his article, the writer commented on the view that educational aids minimize the role of the teacher in the educational process, saying that these aids are supplementary to the teacher's role in school.

A bibliographical list of Arabic and foreign books consulted by the author is given at the end of the article.

BOY SCOUTS IN QATAR

18. Muslim, 'Eid Naguib, "Al-Harakah Al-Kashfiyyah Wa-Dawruha fi 'Idad Al-Muwatin Al-Saleh", (The Boy Scout Movement and its Role in the Making of a Good Citizen), "Al-Tarbiyah", (Education), Issue No. 16, (July 1976), pp. 38-39.

After reviewing the aims of the boy scouts movement in Qatar, the writer described the characteristics of a boy scout as specified in the Scouting Law, explaining the meaning of the oath which boy scouts reiterate wherever they go.

Having related the history of the boy scout movement with special reference to its role in Qatar, the writer reviewed the efforts exerted in this respect by the Qatari Ministry of Education, the Administration of Youth Welfare and the Boy Scout Society.

The writer described some of the activities undertaken by the Boy Scout Society both on an Arab and international level saying that the scouting movement is in itself an extra-curricular activity aimed at keeping abreast with the progress of civilization and technology.

CARE FOR THE TALENTED IN ARAB COUNTRIES

19. "Conference on Providing Care for Talented Students Held in Baghdad between March 24 and 27, 1975", "Al-Tawtheeq Al-Tarbawi", (Educational Documentation), Iraq, 4th year, Issue No. 15, (1976), pp. 11-18.

At the Conference on Providing Care for Talented Students, attended by experts from a variety of organizations and some Arab and international organizations, papers and studies were presented.

These papers dealt with the definition of talent, the various aspects of talent, the criteria for discovering talented pupils, the manner in which talented pupils are detected and the care which should be extended to them over and above the educational and psychological requirements for such care.

The conference stressed the importance of discovering talents at an early stage, indicating the role of the family, the school and other organs of the society in this matter. The Conference pointed to the role of popular organizations in caring for the talented and directing their activities.

A set of recommendations were adopted at the close of the conference. These recommendations dealt with the different methods utilized in detecting talented pupils, the manner in which talents may be developed and employed in the country's social and economic development, the need for providing talented pupils with an overall care covering all aspects of their personality, the role of the Ministry of Education in discovering talents in schools, the enrichment of the curricula and the need for directing more attention to extra-curricular activities and science clubs.

A recommendation called for the creation in Iraq of a Department for Special Education similar to other Arab countries.

CURRICULA

In Jordan

20. El-Hindawi, Zawqan, "Khutwat 'ala Tareeq Tawheed Al-Manahij Wal-Kutub Al-Madrasiyyah bayna Al-Qutrain Al-Shaqiqain Al-Urduni Wal-Suri", (Steps on the Road of Unifying Curricula and Text Books between the Jordanian and Syrian Sister Countries), "Risalat Al-Mu'allim", (Teacher's Mission), Jordan, 19th year, Issue No. 1, (January-March 1976), pp. 6-8.

This is the text of a speech delivered by the Minister of Education of Jordan at the first joint meeting between Jordan and Syria held in Amman between January 24 and 29, 1976 with the aim of unifying curricula.

Following a word of welcome to the Syrian delegation, the Minister emphasized the importance of unity between Jordan and Syria and reviewed the accomplishments in the field of unifying curricula and text books made in the Damascus meeting held between November 19 and 27, 1975.

Talking on the accomplishments expected to be made in the 1976 meeting, the Minister said that the studies begun in the Damascus meeting regarding curricula of the primary stage should be completed. Committees entrusted with the formulation of curricula for the preparatory and secondary stages should also complete their work, while the committee assigned to prepare text books should begin to function.

Concluding his speech, the Minister said we are determined to go ahead with our plans and, eventually, to complete our work in connection with all other classes and stages.

21. El-Khawaldah, Mohamed, "Marahil Wa-Injazat 'ala Tareeq Tawheed Al-Manahij Wal-Kutub Al-Madrasiyyah", (Steps and Accomplishments on the Road of Unifying Curricula and Text Books), "Risalat Al-Mu'allim", (Teacher's Mission), 19th year, Issue No. 1, (January-March 1976), pp. 9-11.

After reviewing the accomplishments of the Jordanian-Syrian Higher Committee comprising Syrian and Jordanian senior officials which met in Amman between July 28 and 30, 1975 and in Damascus between October 25 and 27, 1975, the writer quoted the resolution adopted by the Committee following its second meeting in Damascus which dealt with the unification of curricula and text books.

The writer went on to review the accomplishments made pursuant to this resolution, the steps taken by the Joint Committee and the progress achieved during the meeting of the Jordanian and Syrian delegations in the field of developing the educational process in both countries and the realization of an overall cultural and intellectual unity between them.

Reviewing the activities of the Jordanian delegation which visited Damascus between October 25, and 27, 1975, the writer said these activities dealt with approving the new curricula and school subjects devised for the primary stage, constituting a joint technical committee for editing text books for the primary stage, resuming meetings by responsible officials, approving a unified syllabus for technical education, organizing joint panels for discussing the means of developing the educational process and continuing the exchange of educational visits.

CURRICULA DEVELOPMENT

In Arab Countries

22. Symposium on the Planning, Administration and Development of Curricula in Arab Countries, Beirut, November 25-29, 1974, "Al-Tawtheeq Al-Tarbawi" bulletin, (Educational Documentation), Iraq, 4th year, Issue No. 15, (1976), pp. 45-56.

The aims of this Symposium, as set forth in this Document, are the formulation of a visualized design for the future of the curricula development machinery in Arab countries, the determination of the studies which are needed in the Arab region being a prerequisite for developing curricula both on a country level and on a pan-Arab level, the determination of the type of specialists needed for curricula development and the manner in which they are trained and the basic features to be provided in them and, lastly, the manner of realizing Arab and international cooperation in curricula development.

The Document contained a review of the present condition of curricula planning, administration and development in Arab countries as revealed by the pre-Symposium questionnaire answered by the various countries.

Likewise, the Document reviewed the Symposium's Committee reports, being the Committee on the Development of Curricula Machinery, the Committee for the Preparation and Training of the Specialists required to develop curricula and the Joint Arab-International Committee for the Development of Curricula.

The Symposium's recommendations are reproduced in this Document. They deal with the development of curricula and the procedures for the preparation and implementation of curricula, the role of the teacher and text book, the development of examination systems, the training of curricula development specialists, school libraries, laboratories, educational facilities and school buildings.

Recommendations also deal with the role played by regional and international organizations in promoting curricula development planning procedures in Arab countries.

In Kuwait

23. Sarhan, El-Dimirdash 'Abdul 'Aziz, "Markaz Buhuth Al-Manahij Wa-Risalatuhu", (The Centre for Studying Curricula and its Mission), "Dirasat Tarbawiyyah", (Educational Studies), Kuwait, Issue No. 9, (February 1976), pp. 9-10.

The writer began his article with an explanation of the new concept of curricula, saying that curricula differs from the syllabi and emphasizing the need to keep pace with the academic and educational developments adding that it is a vital necessity to establish specialized centres for studying curricula in order to ensure that curricula serve all their purposes.

In this connection, the writer explained the functions of the teacher, the educational methods and facilities, the school activities, the methods of evaluation, the examinations, plans, school day and the accomplishments in any school day.

Reviewing Kuwait's experiment in establishing a centre for studying curricula, the writer described its functions and duties in developing the curricula and showed the targets and trends materialized by the centre.

The writer went on to describe how text books are prepared to suit both the pupil and the teacher saying that the Kuwaiti centre is experimenting on all methods and means and is adapting them in the light of the results.

A review is also made of the centre's efforts in training teachers and inspectors before any such experiment is made universal, giving due consideration to correct any deficiency when large scale application is made.

Concluding his article, the writer emphasized the need for a continuous process of development, thus enabling the centre to perform its mission in a proper manner.

DEVELOPMENT OF EDUCATION IN ARAB COUNTRIES

24. "Final Report on the Panel Dealing with Educational Renovation in Arab Countries", Beirut, September 2-7, 1974, "Al-Tawtheeq Al-Tarbawi", (Educational Documentation), Iraq, 4th year, Issue No. 15, (1976), pp. 33-44.

Held in collaboration with the Lebanese Committee for the UNESCO, the UNESCO's Regional Office for Education in Arab Countries and the Centre for Research and Development, this Panel aimed at studying educational conditions and adopting recommendations for the development of education in Arab countries in the light of the report by the International Committee for Educational Development.

The Panel's report is divided into two parts.

The first part is a general account of the aims and organization of the Panel and the general trends prevailing therein.

Part 2 comprises the reports prepared by the Panel's three Committees namely, the Committee on Perpetual Education and the Educated Society, the Committee on the Qualitative Renovation of Education and the Committee on the Tools for Educational Renovation. Each Committee adopted a set of recommendations consistent with its realm.

In the case of the first Committee, its recommendations dealt with the meaning and aims of perpetual education, Arab heritage and the need for reconciling the old with the new as a prerequisite for the creation of an educated society. They also dealt with the general supervision over perpetual education, the necessary legislations in this connection and the suggested machineries responsible for assuming the task of perpetual education.

Priorities of action were established in these recommendations which also dealt with the provision of human and financial resources and the establishment of joint cooperation between Arab countries in the field of perpetual education.

The second Committee's recommendations centered around the Arab man whose education is sought and the manner in which educators may be trained to perform the educational process. They also dealt with the development of curricula in such a manner as to link education to the prevailing conditions of the Arab society and called for intensification of Arab joint efforts to provide the tools necessary for a modern teaching and learning process.

Recommendations adopted by the third Committee on the Tools for Educational Renovation dealt with linking renovation to educational problems. They stressed the need for modernizing public administration, financial systems and educational legislations and for the adoption of modern technologies, laying emphasis on planning and the creation of sound machineries for centres of educational research and documentation.

DROPOUTS IN BAHRAIN

25. Al-'Aqili, Saleh, "Al-Tasarrub fil-Marhalah al-Ilzamiyyah", (Dropouts in the Compulsory Stage), "Al-Majallah Al-Tarbawiyyah", (The Educational Magazine), 5th year, Issue No. 10, (January 1976), pp. 12-13.

Following an attempt to define the concept of dropouts as a social problem, the writer indicated that this problems results in wasting a sizeable proportion of state revenues.

Causes of the problem of dropouts are divided by the writer into social causes, cultural causes and causes connected with the school and the teacher.

Having thoroughly studied the various causes of this problem, the writer devised effective and radical solutions for it, some of which are the responsibility of the society, the state and the parents and some are connected with the school and the teacher and the latter's ability to understand his duty, to believe in his mission and profession and to perform his work in an appropriate manner.

The writer's suggestions called for linking curricula to the environment and life and avoiding any unnecessary subjects, providing school buildings and ensuring adequate room for extra-curricular activities, attracting pupils to take part therein.

ECONOMICS OF EDUCATION IN KUWAIT

26. The State of Kuwait, Ministry of Education, "Al-Infaq Al-Ta'leemi Li-Wizarat Al-Tarbiyah; Dirasah Tahliliyyah Lil-'Aamm Al-Mali 1974/1975", (Educational Expenditure of the Ministry of Education; An Analytical Study for the Fiscal Year 1974/75), Kuwait, 1976. 94 pages.

This document is a report on the financial expenditures on education in the State of Kuwait.

Following an introduction on the function of the Cost Division newly created within the Financial Administration of Kuwait's Ministry of Education and a talk on the importance of modernizing educational administration in Kuwait, an indication is given of the significance and aims of this report and a review is made of the history of education in Kuwait.

The text of the report falls into six chapters.

Chapter 1 deals with educational expenditure and shows the sources from which education in Kuwait is financed. It lists the bodies which, aside from the Ministry of Education, participate in such financing. A general review of the gross expenditure on education in Kuwait is made.

Chapter 2 presents a review of educational expenditure according to its nature, classifying it into capital expenditure such as investment in school buildings, recurring expenditure such as salaries and wages and cost per job and per hour of work.

The third chapter tabulates educational expenditure according to purpose such as administrative and educational purposes, services and other expenses like scholarships, eradication of illiteracy and libraries.

Chapter 4 divides educational expenditure according to stage and type of education with a comparison between costs by stage in Kuwait and in other countries.

The fifth chapter is devoted to an indication of the cost per pupil, giving the total costs entailed. It also compares recurring costs per pupil in Kuwait with the corresponding costs in other countries.

The sixth and last chapter indicates the return on educational expenditure in Kuwait and shows how costs relate to production.

A number of statistical tables and charts are appended to demonstrate the material contained in the report.

EDUCATION

In Arab Countries

27. Farhan, Ishaq, "Nahwa Istratijiyyah Lil-Tarbiyah Wal-Ta'leem fi Mujtama'ina Al-'Arabi fil-'Iqdain Al-Qadimain fi Itar Al-Tasawwur Al-Islami", (Towards an Educational Strategy for our Arab Society in the Two Forthcoming Decades within the Framework of an Islamic Visualization), "Risalat Al-Mu'allim" (Teacher's Mission), Jordan, 19th year, Issue No. 1, (January-March 1976), pp. 14-20.

The writer began his article saying that any educational strategy should take into consideration three dimensions, namely: 1) that education is an important dynamic process in building up individuals and ensuring communal progress; 2) that the Twentieth Century is characterized with certain features such as "knowledge explosion", scientific and technological progress and proximity of times, places and nations; and 3) that our Arab societies are living under certain facts of life politically, militarily, culturally, economically, and socially.

The writer went on to review the characteristics of the desired education in the light of the foregoing three dimensions as to genuineness, renovation, comprehensiveness, all-inclusiveness, continuity, flexibility, generality and specialization, morality and honesty.

Concluding his article, the writer described the method by which this strategy could be realized in Arab and Islamic countries within the framework of an Islamic visualization. In this respect, he mentioned the role which official institutions responsible for education, religious endowments, Islamic affairs, social affairs and the press and information media should play to bring about this strategy.

28. "Report of the Committee on the Strategy of Education in Arab Countries", "Al-Tawtheeq Al-Tarbawi", (Educational Documentation), Iraq, 4th year, Issue No. 15, (1976), pp. 115-124.

Constituted by resolution of the fourth conference of Arab Ministers of Education held in Sanaa between December 23rd and 28th, 1972, this Committee consisted of experts in sociology, economics, physics and planning assigned to lay down a strategy for the development of education on an all-Arab level.

The Committee's report fell into eight chapters.

The first chapter is an introduction dealing with three principal subjects namely, Arab education from the angle of renovation and perpetuation, Arab educational policy and strategy and the report's aims and scope.

Chapter 2 reviews the circumstances prevailing in the Arab society with the aim of identifying its nature, basic characteristics and philosophy of education.

The third chapter deals with the basics of education in Arab countries, their sources throughout the ages and the factors influencing them.

Chapter 4 is devoted to a discussion of the present circumstances of education in the Arab Fatherland, while the fifth chapter deals with the scientific and technological revolution, gives examples of development in our contemporary world and points out the trends of educational philosophy particularly in the fields of humanities and social sciences as they apply to education.

Chapter 6 sets forth the Committee's findings and trends of thought which represent sound conclusions reached through a study of the conditions prevailing in the Arab society, the status of Arab education and the circumstances of the contemporary world. These conclusions are indicative of the trends of progress in the Arab Nation and are instrumental in defining the nationalist aims of Arab countries.

The seventh chapter contains solutions for the problems hindering the progress of education in Arab countries and feasible alternatives in this respect.

The eighth and last chapter is the Report's conclusion.

In Bahrain

29. State of Bahrain, Ministry of Education, Directorate of Educational Planning, "Annual Report 1975/76", Manamah, 1976, 62 pages.

This report is divided into nine parts.

Part 1 reviews the legislations governing education in Bahrain, while the second part deals with the qualitative development of teacher training, curricula, educational media, technical education, general education, educational planning, training of administrative and technical personnel and the development of the Ministry of Education's budget.

Part 3 deals with the quantitative development in primary, preparatory and secondary education, the various types of technical education, religious education, teacher training and higher education.

The fourth and fifth parts review the accomplishments realized in the field of literacy and adult education and in physical education and boy scouting.

Part 6 is concerned with archeological excavations, and maintenance of antiquities.

The seventh part reviews the accomplishments in the field of public libraries, showing the documents acquired and the number of men and women frequenting libraries during the period under discussion.

Part 8 deals with the Ministry's efforts in the field of public relations while the ninth and last part gives an account of the conferences, training sessions and symposia held during the period covered by the report.

30. State of Bahrain, Ministry of Education, Directorate of Educational Planning, "Development of Education in Bahrain during 1974/75 - 1975/76; A Comparative Statistical Study".

This study is indicative of the extent of progress experienced by education in Bahrain during the period 1974/75 - 1975/76, illustrated with statistics.

Following an introduction on the significance of statistics in any educational planning in Bahrain, the text of the document was spread out over nine parts.

The first six parts are concerned with the growth of classes, the ratio between the growth in the number of pupils and in the number of classes, the growth in the number of pupils according to geographical regions, dropouts and the percentages of success in examinations and registration in respect of the stages of primary, preparatory, general secondary, commercial secondary and industrial secondary education.

Part 7 shows the number of registered pupils and their percentage to the population in the various stages and types of education in Bahrain.

The eighth part is concerned with rural pupils. It indicates their number and their rate of growth according to educational stages. A comparison is made between urban and rural pupils as to their number and their proportion to the total number of pupils in all stages of education.

The ninth and last part deals with teachers. It shows the ratio between the growth in the number of teachers and pupils and between the number of male and female teachers according to school, academic qualification and nationality during 1974/75 and 1975/76.

The document ended by reviewing the number of male and female teachers during 1975/76 in all institutes and schools divided into educationally qualified and educationally unqualified.

In Iraq

31. Abdul Latif, Sa'doun Rasheed, "Masirat Al-Tarbiyah Wal-Ta'leem fil-Qutr Al-'Iraqi Wa-Nawahi Al-Tajdeed fiha", (The Progress of Education in the Iraqi Country and its Aspects of Modernization), by Sa'doun Rasheed Abdul Latif et al, Baghdad, Directorate-General of Educational Planning, Ministry of Education, 1976, 131 pages.

The document's introduction dealt with the function of education in our present age and showed how the political report of the Eighth Regional Conference of the Iraqi Socialist Ba'th Party held in 1974 reflected on the progress of education.

The document is subsequently divided into six parts.

Part 1 deals with the social and political philosophy of education and its aims. A review is made in this section of educational legislations, developments in the qualitative aspect of education, and developments in human capabilities and educational supervision.

The second part deals with the quantitative developments in all stages of education during 1974/75 and 1975/76. Here, the document elaborated on the developments experienced in the fields of kindergarten, primary education, secondary education, teacher training colleges and institutes, art and plastic art education and vocational education. The document also reviewed the outstanding characteristics and new trends in the quantitative growth of educational stages.

Part 3 reviews the course of action taken in fighting illiteracy, while the fourth part reviews the new major educational projects, such as the projected productive industrial schools, comprehensive secondary schools and youngsters' schools, the project of education for the sake of rural development and the projected literacy magazines.

Part 5 deals with the development which took place in the methods of planning, documentation and research, while the sixth part is concerned with achievements in the field of cooperation on pan-Arab and international levels.

A list of reference material is given at the end of the document.

In Jordan

32. Al-Masri, Munzir, "Dirasah Muqaranah Lil-Ittijahat Al-Tarbawiyyah fi Romania Wal-Urdun", (A Comparative Study of the Educational Trends in Romania and Jordan), "Risalat Al-Mu'allim", (Teacher's Mission), Jordan, 19th year, Issue No. 1, (January-March 1976), pp. 49-53.

Having been a member of a Jordanian educational delegation which visited Romania in 1975, the writer drew a comparison between the major educational trends in Romania and Jordan.

Subjects included in his comparative study are: kindergarten, compulsory education, vocational activities in the compulsory stage, academic and vocational guidance, movement from the compulsory stage to the secondary stage, vocational education for girls, linking education to economic development plans, vocational secondary education, free education, educational supervision, production and scientific research and perpetual education.

The writer dealt, lastly, with the educational economic and social systems in both countries.

In Kuwait

33. The State of Kuwait, Ministry of Education, "Annual Report for the School Year 1974/75", Kuwait, 1976. 82 pages.

This report, which consists of five parts, contains a set of statistical tables and charts which indicate the extent of progress experienced in education in Kuwait in 1974/75.

The first part shows the extent of increase occasioned in the number of boy and girl students, teachers and school buildings and the developments undergone by the budget of the Ministry of Education.

Part 2 reviews the educational accomplishments realized in kindergarten, primary education, intermediary and secondary education, art and vocational education, religious education, special education, adult education and literacy campaigns and institutes of special education, all during the school year 1974/75.

The third part gives account of the steps taken in the fields of services during the year under study, with special emphasis on curricula, text books, educational aids and facilities, planning and training, social services and school libraries.

Part 4 is concerned with the various aspects of educational activities, such as physical education, boy scouting, cultural relations, extra-curricular activities and public relations.

The fifth and last part consists of a set of general statistics which demonstrate the progress achieved in the fields of education in the academic year 1974/75.

In Qatar

34. Al-Mulla, Youssef Abdul Rahman, "Talab Al-'Ilm Faridah 'ala Kull Muslim", (Seeking Knowledge is the Duty of Each Muslim), "Al-Tarbiyah" magazine, (Education), Qatar, Issue No. 16, (July 1976), p. 24.

The writer began his article with citations from the Holy Quraan in which the Islamic religion urges people to acquire learning. He also related how the blessed Prophet gave generous encouragement to scholars and praised learning. The writer further quoted philosophers, men of letters and wisemen who called upon people to seek knowledge and learning.

After emphasizing the role of women in Islam, the writer said that many poets have enthusiastically supported women education.

Concluding his article, the writer hailed the efforts of the Qatari Government in fighting illiteracy among those who have missed the train of learning, mentioning in this respect that the State has opened literacy centres, organized training sessions... etc. for the sake of combatting illiteracy.

In the Sudan

35. El-Sayyed, Ahmed Hassan Fadl, "Al-Ta'leem fil-Janub; Madihu Wa-Hadiruhu", (Education in the South; Its Past and Present), "Al-Tawtheeq Al-Tarbawi", (Educational Documentation), the Sudan, 9th year, Issue No. 37, (June 1976), pp. 13-18.

At the outset of his article, the writer related how the British separated Southern Sudan from its North in the early 1930's and, by contrast, related the accomplishments made by the first Sudanese Minister of Education who made Arabic the language of teaching in the South and who laid a centralized policy of education and established the first general secondary school.

The writer went on to relate the historical developments in the field of education in the South, explaining the policy of Sudanizing all governmental departments pursued by the first national Sudanese Government and the subsequent seizure by the Ministry of Education of all missionary schools putting them under its control.

After describing the developments of education in the Sudan from the time of the Military rule towards the end of 1958 and until the October Revolution, the writer explained the present educational plans and the status of the educational institutions in the South.

EDUCATION AND ECONOMIC DEVELOPMENT IN ARAB COUNTRIES

36. Mehrez, Zeinab, "Dawr Al-Tarbiyah Wal-Ta'leem fil-Tanmiyah Al-Iqtisadiyyah Wal-Ijtima'iyyah Bil-Duwal Al-Namiyah", (The Role of Education in the Economic and Social Development of Developing Countries), "Nahwa Tarbiyatin Afdal", (Towards a Better Education), Oman, 1st year, Issue No. 3, (February 1976), pp. 24-30.

After specifying the role of education in the making of humanity, the writer reviewed the role of humanity in economic and social development, showing the impact of colonialism on the economic development of territories under colonial domination and explaining the duty of other countries towards them.

The writer went on to define economic development and to show the various points which should be preserved and guarded by the newly-independent countries. She pointed to the role of education in providing the services needed by societies in order to improve and develop the standard of individual personalities.

After relating the difficulties and obstacles which confront developing countries in the fields of education, the writer described the trends which developing countries should adopt in order to develop human resources which constitute the core of all economic and social development.

37. "The First Intellectual Conference for Arab Educators Held in Baghdad between June 7 and 15, 1975", "Al-Tawtheeq Al-Tarbawi", (Educational Documentation), 4th year, Issue No. 15, (1976), pp. 5-9.

This Conference dealt with the current educational problems and the political, economic and social issues connected therewith.

The papers and studies discussed in the Conference were classified to fall within the realm of four items: the present status of economic development in the Arab Fatherland, the new concept of economic and social development within the Arab socialist framework and an evaluation of the present state of education in the Arab Fatherland from the point of view of the socialist framework.

The papers presented in the Conference dealt with a new outlook to economic development within the socialist framework, the educational requirements of economic development, the role of education in the economic and social development, the role of modern educational technologies and the teacher's responsibility in socialist education.

The fourth item was the manner in which educational systems in the Arab Fatherland could be so changed as to push the development process in the socialist direction.

Concluding its activities, the Conference advanced recommendations centering around the aims and strategies of education, educational policies, the role of scientific research in educational matters, the content, essence and structure of education, the role of the teacher and the need for an adequate follow-up machinery.

38. El-Negeihi, Mohamed Labib, "Dawr Al-Tarbiyah fil-Tanmiyah Al-Ijtima'iyyah Wal-Iqtisadiyyah Lil-Duwal Al-Namiyah", (The Role of Education in the Social and Economic Development of Developing Countries), Cairo, The Anglo-Egyptian Bookshop, 1976, 284 pages (The Educational Library - 7).

In an introduction to his book, the author stressed the importance of education to developing countries and showed its role in the economic and social development of these countries.

The text of the book is subsequently divided into thirteen chapters, the first of which indicates the challenges to education in developing countries and the second chapter reviews the social content of education.

Problems facing education for the sake of development in developing countries are summarized in the third chapter.

Chapter 4 indicates the role of education in bringing about change and renovation, while the fifth and sixth chapters deal with education for the sake of economic, social, cultural and scientific development.

Chapter 7 explains the concept of non-functional education and indicates how and when education becomes non-functional.

In the eighth chapter, an attempt is made to study the obstacles which hinder education from becoming more effective and influential, with an attention given to the ways in which such obstacles may be removed.

Chapter 9 is devoted to educational planning. It describes its nature and the manner in which an educational plan may be worked out.

While chapter 10 discusses the role of education in the overall development plan, the eleventh chapter describes the steps to be taken in order to devise a method consistent with the contemplated aims.

Chapter 12 reviews the problems which enjoy priority in educational research.

The thirteenth and last chapter indicates the ways and means which lead to the formulation of an educational theory for development.

EDUCATION AND EMPLOYMENT IN KUWAIT

39. 'Abbas, Ali, "Tawafuq Al-Tatawwur Al-Iqtisadi Wal-Tarbawi Wa-Farz Al-Aydi Al-'Amilah", (Consistency between the Economic and Educational Development and the Sorting out of Manpower), "Dirasat Tarbawiyyah", (Educational Studies), Kuwait, Issue No. 9, (February 1976), pp. 6-9.

As an introduction to his article, the writer explained the new concept of education which treats it as a process of investment, productive of the human element. He showed how it relates to the economic expansion of Kuwait and underlined the need for coordination between education and economic life.

The writer went on to indicate the close relationships between the potential changes due to take place in vocational and industrial schools and in higher education and the changes occurring in the skills of the working population, saying that Kuwait is in need of a medium term planning for a variety of types and levels of vocational and industrial training in order to meet the country's requirements of manpower in all vocational categories and at all levels of efficiency.

The writer also emphasized the need for a long term planning where future expectations and visualized results range between 10 and 15 years.

EDUCATION AND SOCIETY IN ARAB COUNTRIES

40. Mohamed, 'Alaauddin Jasim, "Anmat Al-Hayah Al-Ijtima'iyyah fil-'Iraq bayna Al-Ummiyyah Al-Abjadiyyah Wal-Ummiyyah Al-Hadariyyah", (Patterns of Social Life in Iraq between Alphabetic Illiteracy and Cultural Illiteracy), Baghdad Conference for the Eradication of Illiteracy, Baghdad, May 8-15, 1976, "Conference's Activities and Recommendations", Baghdad, Directorate-General of Educational Planning, Ministry of Education, 1976, pp. 315-330.

At the beginning of his article, the writer identified illiteracy as a social phenomenon, showed the relation between alphabetic illiteracy and explained the local and foreign social intercourses which had their bearing on the Iraqi society.

The writer went on to say that restricting educational aims to meeting the needs of the state has driven education as an institution to backwardness, disintegration and stagnation. He showed how the social changes undergone by Iraq have resulted in a huge influx of the rural population into cities and the immigration of large number of bedouins to villages. He explained the relation between this development and alphabetical illiteracy.

Following a review of the rate of illiteracy in Iraq from 1958 to 1976, the writer explained the consequences of a stagnant social structure.

Concluding his article, the writer explained the effect of widespread alphabetical and cultural illiteracy in the Iraqi society on the country's increased economic and social backwardness.

A list of reference books in Arabic and foreign languages is appended to the article.

EDUCATIONAL ADMINISTRATION IN ARAB COUNTRIES

41. Abdul Rahman, Hani, "Mutatallibat Al-Idari Al-Tarbawi", (Requirements in an Educational Administrator), "Risalat Al-Mu‘allim" magazine, (The Teacher's Mission), Jordan, 19th year, Issue No. 1, (January-March 1976), pp. 21-23.

After defining the science of administration, the writer talked on educational administration, explaining the skills which an efficient educational administrator should possess. He mentioned particularly the technical, human and perceptual skills saying that an educational administrator should be able to understand the scope of his duties.

According to the writer, three forces operate and influence decision-making in educational matters, namely, forces within the administrator, forces within the human nature and forces within the environment.

Concluding his article, the writer said that administration is a profession which has its own requirements.

42. "Halqat Al-Idarah Al-Tarbawiyyah fil-Qahirah 1974", (Symposium of Educational Administration, Cairo 1974), "Al-Tawtheeq Al-Tarbawi" bulletin, (Educational Documentation), Iraq, 4th year, Issue No. 15, (1976), pp. 67-75.

This Symposium was organized pursuant to a resolution by the Second General Conference of the Arab Organization for Education, Culture and Sciences held in December 1971.

Three points were on the Symposium's agenda. The first point is to get familiar with the educational organization system in Arab countries. The second is to become familiar with the problems of school administration in these countries. The third is to get acquainted with the most modern trends in developing educational and school administration which lend themselves easily for application in Arab countries.

The report prepared by the Symposium consists of three sections, the first of which reviews the questionnaire sent to Ministries of Education in Arab countries in order to study the circumstances and problems of educational administration in them.

The second section comprises a concise review of the educational papers and studies read in the Symposium on educational administration and possibilities of development in Arab countries.

The Symposium's recommendations are given in the third and last section and are concerned with educational administration, requirements of the social change undergone by Arab countries and the administration's role in achieving the educational aims within the overall development programmes.

These recommendations did not overlook the problem of selecting and developing educational administration personnel and the modern trends in this particular field.

EDUCATIONAL AIDS IN THE STATE OF BAHRAIN

43. "Markaz Al-Wasayil Al-Ta'leemiyyah Khutwah Asasiyyah Satabqa fi Tatweer Fann-Al-Ta'leem", (The Educational Aids Centre is a Vital Step which will have Lasting Effect on the Development of the Art of Education), by the Educational Aids Control Agency, "Al-Majallah Al-Tarbawiyyah", (The Educational Magazine), Bahrain, 5th year, Issue No. 10, (January 1976), pp. 7-11.

Beginning his article, the writer described the role played by the modern educational technology in improving the content and raising the efficiency of education.

He went on to relate the reasons which caused the Ministry of Education in Bahrain to develop the use of audio-visual aids in accordance with a well-designed and clear plan. The first step in this plan was to develop the utilization of educational films and to expand this type of activity. An account is given of the types of films made available and the various equipment and display screens provided.

The writer also described the training sessions organized by the Directorate of Educational Aids to train the Ministry's personnel on the utilization and preparation of educational aids. A review of the subjects dealt with in the training panels and symposia was made.

EDUCATIONAL BODIES AND ORGANIZATIONS IN SAUDI ARABIA

44. "Markaz Al-Dirasat Al-Sharqiyyah", (Centre of Oriental Studies), "Al-Tawtheeq Al-Tarbawi" magazine, (Educational Documentation), Saudi Arabia, Issue No. 12, (October 1976), pp. 30-32.

This article is devoted for introducing the Centre of Oriental Studies which is one of the post-graduate branches of the Faculty of Arts of King Abdul Aziz University and which concentrates on Arabic studies, with special emphasis on Saudi Arabia.

An account is given of the Centre's aims, studies and requirements for obtaining the M.A. degree in a number of specialized subjects reviewed in the article.

Conditions of admission for Saudi and non-Saudi students are given at the end of this article.

45. The National Centre for Adult Education in Riyadh, "Al-Tawtheeq Al-Tarbawi" magazine, (Educational Documentation), Saudi Arabia, Issue No. 12, (October 1976), pp. 32-34.

This article introduces the National Centre for Adult Education in Riyadh and indicates its purposes being: to train the personnel engaged in adult education, to undertake studies and experiments in this field and to produce educational material suitable for adult education.

The article further described the role played by the Centre in organizing conferences and panels on adult education and in setting up training sessions for short or long terms in order to provide the necessary training for those engaged in the field of adult education. A review is made of the training programmes offered by the Centre.

The last part of the article is a review of the six departments to which the Centre is divided.

EDUCATIONAL BROADCASTS IN ARAB COUNTRIES

46. 'Abdul Kader, Salah (Editor), "Al-Iza'aat Al-Ta'leemiyyah fil-'Aalam Al-'Arabi", (Educational Broadcasts in the Arab World), Cairo, Al-Taqaddum Press, 1976, 56 pages.

This book compiles the papers submitted to the Arab Regional Conference on Educational Broadcasts held in Kuwait in March 1975.

In an introduction written by the Editor, he reviewed the efforts of Arab Ministries of Education, Arab Radio and TV Corporations and Regional Broadcasting Unions in organizing this Conference.

The text of the book is divided into four parts.

Part 1 deals with the role of educational broadcasts in the national development, the extent of Arab cooperation in school broadcasts and the contributions by the radio and TV in fighting illiteracy, in vocational training and in labour education.

The second part reviews the experience of Arab countries in the field of educational broadcasts. It also deals with the development of the educational programmes in the TV and the experience of Arab broadcasts in educational programmes.

Part 3 explains the relations between educational broadcasts and the educational authorities, while the fourth part indicates the means and way whereby a more effective cooperation between the various agencies engaged in educational broadcasts could be achieved.

47. "Conference of Islamic Solidarity in the Field of Science and Technology", Riyadh, March 20-25, 1976, Conference's Recommendations and Resolutions, "Al-Tawtheeq Al-Tarbawi", (Educational Documentation), Saudi Arabia, Issue No. 12, (October 1976), pp. 51-55.

Following an introduction on the circumstances under which this Conference was held, the place in which it held its meetings and the committees to which it was divided, the article reviewed the recommendations adopted by the Projects Committee and the nine Research Committees.

These recommendations dealt with the curricula of Islamic subjects in universities and the curricula of other subjects which make universities more capable of serving the society. They also emphasized the importance of cooperation between universities and industry in the field of science and technology.

Other recommendations dealt with the steps to be taken to make Arabic a universal language of teaching and administration in the Arab World, stressing the importance of writing text books in Arabic and the creation of a centre for translation, documentation and revival of Islamic heritage.

Further recommendations adopted underline the role of university education in industry and call for the creation of an organization for the coordination and orientation of research on a pan-Islamic level, with a special fund to support it.

Recommendations also dealt with the steps to be taken in connection with scientific libraries and documentation centres, the creation of coordinating bodies between manpower training organizations and employment organizations and the backing of certain training, educational and productive establishments which play a pioneering role in their respective fields of interest on a pan-Islamic level.

48. Activities of the Eighth Regional Conference for the National Arab Commissions of the UNESCO, Tunis, September 3-8, 1973. "Al-Tawtheeq Al-Tarbawi", (Educational Documentation), Iraq, 4th year, Issue No. 15, (1976), pp. 93-106.

Following a review of the discussions which took place in the Conference and which revolved around the collaboration among the Arab Commissions for the UNESCO, the role and significance of these Commissions and the formulation of a policy for common action for such Commissions, the writer reviewed the Conference's discussions on the targets which enjoy priority in the field of education in Arab countries.

The writer further reviewed the resolutions and recommendations adopted by the Conference in the light of the studies and discussions undertaken, dealing with the Centre of Coordination, its aims and functions, the role of the National Commissions in formulating and implementing UNESCO programmes, the ways of strengthening links of cooperation between the Commissions and the agencies engaged in fields of education, culture and information and the formulation of a policy for common action among these Commissions.

EDUCATIONAL DOCUMENTATION

In Arab Countries

49. Mehrez, Zeinab, "Mash Muqaran 'an Awda' Al-Tawtheeq Al-Tarbawi fil-Bilad Al-'Arabiyyah hasab Al-Wad' 'Aamm 1974", (Comparative Survey of the Conditions of Educational Documentation in Arab Countries as in 1974), by Zeinab Mehrez and Samia Sa'b, Beirut, UNESCO's Regional Office for Education in Arab Countries, 1976. Tables plus 7 pages (in stencil).

- Paper presented to a Symposium on the Development of Educational Documentation and Information Agencies, Cairo, April 4-10, 1976. Results of a questionnaire conducted by UNESCO's Regional Office for Education in Arab Countries. Document No. (1).

The Document begins with a table setting forth general information on the Educational Documentation Agencies which responded to the questionnaire conducted by UNESCO's Office for Education in Arab Countries, listing the countries whose reply to the questionnaire specified that they had no Documentation Agencies.

A second table shows statistical data for 1974 with regard to those countries which responded to the questionnaire. The table indicates the number of media available at each Documentation Centre, such as Arab and foreign books and periodicals, documents on file and audio-visual instruments. It also shows the number of employees and budgetary figures.

A third table gives detailed information on the mass media available at Arab countries' documentation centres.

The last table contains bibliographical information on each country as to its card catalogue system, the preparation of card catalogue indices and the systems of classification and analysis.

Commenting on the data contained in the comparative survey, the authors dealt with the various affiliations of the Documentation Agencies, their establishment and the number of employees working in them as well as the laws governing the depositing of publications in public libraries.

A review is also made of the various replies received from Arab countries on their data processing systems, with general remarks made on these replies and the extent of progress achieved since the earlier surveys of 1968 and 1972 were made.

The Document ends with some suggestions dealing with documentation.

In Iraq

50. The Iraqi Republic, Ministry of Education, Directorate-General of Educational Planning, "Al-Tawtheeq Wal-'Ilam Al-Tarbawi fil-'Iraq", (Educational Documentation and Information in Iraq), by Badi' Mahmoud Moubarak Al-Qasim, Baghdad, 1976, 25 pages.

This study deals with the various documentation agencies in Iraq.

The first agency to be dealt with by the author is the Centre of Scientific Documentation affiliated to the Ministry of Higher Education and Scientific Research. He described its functions, duties and accomplishments.

Moving to other documentation centres, the writer dealt with the National Centre for Archives affiliated to the Ministry of Information, describing its functions, duties and activities as well as the activities of the Arab Regional Branch of Archives.

The writer went on to deal with the other documentation centres affiliated to the Ministry of Information, such as public libraries. Here, he explained the Ministry's endeavours to develop a national system of information that would be linked to the various sectors of national economic development. In this connection, he reproduced the recommendations of the conference dealing with the requirements and plans of the national system of information. /.

The writer proceeded to talk on the public libraries affiliated to the Ministry of Interior's local administrative bodies.

He further dealt with the Ministry of Education's Centre for Educational Documentation and Information, showing its development and activities which include the preparation of studies, the indexing of the library, the issuance of its magazine, the daily bulletin containing the Ministry's news and activities in addition to the yearbook.

Concluding his study, the writer dealt with the ambitious plans for the future and the necessary procedures for development.

EDUCATIONAL DOCUMENTATION CENTRE

In Jordan

51. The Hashemite Kingdom of Jordan, Ministry of Education, Directorate of Educational Planning and Research, Division of Educational Documentation, "Concise Report Submitted to the Conference of Educational Documentation", Amman, 1976, 10 stencil pages.

- Report submitted to the Conference of Educational Documentation, Cairo, April 4-10, 1976.

This report reviews the accomplishments of the Division of Educational Documentation in the Hashemite Kingdom of Jordan. It begins with a historical background of the Division eversince it was created in 1964 and its development until the year 1975.

Following an account of the Division's functions, a review is made of its present status as to the number of employees, budget, files and filing system.

The report also explained the accomplishments of the Division in the fields of educational information, studies, reports, translations, publications, educational services and international cooperation. The report contains as well a review of the difficulties encountered by the Division in performing its duties, in addition to a review of the Division's policy.

An addendum is attached to the report indicating the various subdivisions of the Division of Educational Documentation and its publications.

In Saudi Arabia

52. Saudi Arabia, Ministry of Education, Centre for Statistical Data and Educational Documentation, Section of Statistical Studies, "Dalil Lil-Ta'reef Bil-Markaz", (Guide to the Centre), Riyadh, 1976. 12 pages.

At the beginning of this report, a review is made of the Centre for Statistical Data and Educational Documentation, its functions, activities, publications, bulletins and studies.

A description follows of the Centre's organization and various branches. In the branch of Statistical Data, the activities of the different sections are reviewed, which include the Section of Statistics, the Section of Automatic Tabulation and the Section of Statistical Studies.

On the other hand, the report reviewed the activities of the various sections included in the Educational Documentation Branch, being: the Library, the Translation Section, the Documentation Section and, lastly, the Secretariat.

The report contains a table showing the growth achieved in the number of pupils and teachers during the first 5-Year Plan.

In Syria

53. Syrian Arab Republic, Ministry of Education, "Report Submitted to the Educational Documentation Panel Organized by the UNESCO's Regional Office in Cairo between April 4 and 10, 1976", Damascus, 1976. 2 pages.

Reviewing the history of the Syrian Educational Documentation Centre belonging to the Ministry of Education in Damascus, the report described its activities and services eversince it was established in 1961 and reviewed the various stages of its growth.

It enumerated the problems faced by the Educational Documentation Centre which included the need to develop and modernize its activities, the necessity of training experts, the need for increasing the number of its personnel and the space needed for its expansion.

Suggestions were made for overcoming these problems. These included the organization of several new training sessions for the benefit of the staff, the extension of aid to the Centre to help developing it materially and the provision of scholarships to its members to enable them to complete their studies and enhance their experience in documentation.

EDUCATIONAL EXPERIMENTATION IN SAUDI ARABIA

54. Al-Haseen, Sa'd, "Namat Jadid fil-Ta'leem Al-Thanawi", (A New Pattern in Secondary Education), "Al-Tawtheeq Al-Tarbawi", (Educational Documentation), Saudi Arabia, Issue No. 11, (April 1976), pp. 20-24.

This article reviews an experiment initiated by the Ministry of Education in Saudi Arabia in the Yarmouk School aimed at organizing study in the secondary stage.

Following an introduction on the historical background of this experiment, the reasons calling for it, the outcome of the discussions among experts and the methods of applying this new experiment, the writer explained the justifications for undertaking the experiment.

In this connection, he dealt with the need for eliminating any artificial seggregation in outlook and treatment between knowledge seekers and putting information media responsible for the spread of knowledge and for meeting the needs and potential of regions and communities within the same country.

The writer enumerated the advantages of this experiment and showed the manner in which it was carried out, the sections to which the school was divided, the conditions of admission in the school and the manner in which the school schedule was divided among the various school subjects.

EDUCATIONAL INFORMATION IN ARAB COUNTRIES

55. "Al-Hajah ila Shabakah Iqlimiyyah Lil-'Ilam Al-Tarbawi fil-Bilad Al-'Arabiyyah Wa-Imkaniyyat Iqamatiha", (The Need for a Regional Network for Educational Information in Arab Countries and the Possibility of its Establishment), Beirut, UNESCO's Regional Office for Education in Arab Countries, 1976, 8 stencil pages.

- Paper presented to a Symposium on the Development of Educational Documentation and Information Agencies in Arab Countries, Cairo, April 4-10, 1976, Document No. (2).

The Document began with a statement on the object of its publication, then reviewed the information requirements for laying the foundation of an effective Arab Regional network for educational information.

After dealing with the problems of information which enjoy priority in the Arab region, the Document mentioned some points needed for the setting up of a regional network, showing the practical steps to be taken in this connection.

EDUCATIONAL INSTITUTES IN THE SUDAN

56. Garvis, F.L., "Tajrubah fil-Ta'leem", (An Experiment in Education), by F.L. Garvis, translated by Abdullah Mohamed Soliman, "Al-Tawtheeq Al-Tarbawi", (Educational Documentation), the Sudan, 9th year, Issue No. 38-39, (December 1976), pp. 25-52.

This article represents a translation of the eleventh chapter in a report prepared by an English expert.

Dealing with the Institute of Bakht Al-Reda, the writer reviewed its functions and characteristics and described the process of its development until it reached its present state, using by way of demonstration some charts.

The first chart shows the historical development of Bakht Al-Reda from 1932 to 1950 with a review of its outstanding achievements during this period.

Chart 2 indicates the Institute's varied interests and how they fit in with the levels and types of education. It also shows the accomplishments made in such levels and types.

The third chart consists of a detailed map of Bakht Al-Reda and shows the various locations of schools and affiliated divisions.

Chart 4 shows the relation between Bakht Al-Reda and the administrative section of the Department of Education.

Each of these four charts is subject of a commentary.

The writer also described the Institute's location, size, development and functions carried to train teachers. He showed the advantage of having such an Institute established in a rural area.

Bakht Al-Reda's experience in preparing text books and training sessions and in copying ideas from other countries is related by the writer who explained how the Institute of Education of Bakht Al-Reda is related to the University of Khartoum.

EDUCATIONAL LEGISLATIONS

In Democratic Yemen

57. Ahmed, Ahmed Ali, "Nahwa Fahmin A'maq Li-Qanun Al-Tarbiyah", (Towards a Deeper Understanding of the Law of Education), "Al-Tarbiyah Al-Jadidah" magazine, (New Education), Democratic Yemen, 2nd year, Issue No. 4, (March 1976), pp. 7-16.

After explaining the concept of education in our present time and elaborating on the aims of self and social education, the writer commented on the aims contemplated by the Law of Education in Democratic Yemen (Law No. 26 issued on July 18, 1972) both as to self education and social education.

Pointing to the principles of modern education embodied in the Law and aimed at treating educational problems in Democratic Yemen, the writer mentioned perpetual education and described its meaning as used in the Law and mentioned the functions of the educational administration entrusted with the task of supervising the pursuance of the educational policy consistently with the State's general aims.

The writer went on to mention the scientific bases and educational principles on which the Law rests, saying that at the First Educational Conference, educators attempted to put the Articles of this Law in practice, particularly those articles which deal with curricula and teacher training.

In Iraq

58. "Bayan Ila Al-Usrah Al-Ta'limiyyah No. 9328 fi 23/9/1976", (Communique to the Educational Family No. 9328 of September 23, 1976), "Al-Mu'allim Al-Jadid", (The New Teacher), Iraq, Vol. 38, Issue No. 2, (1976), pp. 8-10.

Following a quotation from the Political Report of the Baa'th Revolution specifying the responsibilities of the educational machinery and after indicating the efforts deployed by the Ministry of Education to put this quoted paragraph into effect, the Communique listed the reasons which motivated the Iraqi Revolutionary Command Council to abolish the public examinations of the primary stage held by the Ministry in the school year 1976/77.

The Communique further explained the controls, criteria and methods whereby teachers would exercise full and continuous measures of evaluation throughout the school year to substitute the abolished public examination.

59. The Law of Compulsory Education No. 18 of 1976. "Al-Mu'allim Al-Jadid", (The New Teacher), Iraq, Vol. 38, Issue No. 2, (1976), pp. 114-120.

A Law decreeing compulsory education was promulgated in eighteen articles by the Iraqi Revolutionary Command Council.

According to the provisions of this Law, education in the primary stage is rendered free of charge and parents are obligated to send their children to primary schools.

The Law specifies the responsibility of the Ministry of Education for the formulation of the educational policy and for the other educational institutions in the country. It also specifies the responsibility of local administrative bodies in providing the material and human possibilities required for the implementation of the compulsory education plan in the primary stage.

Provision is made in the Law for the financing of the compulsory education plan, for school buildings and for the promotion of studies and research on compulsory education.

According to the Law, children under compulsory age are required to be counted one year ahead of their enrolment in schools by way of compulsion. Also the numbers of children failing to join schools upon reaching the age of compulsion are to be counted.

The Law further provides for expansion in special education and fixes the effective date of compulsory education and provides for the issuance of a declaration by the Minister of Education specifying the regions in which compulsory education is to be carried out.

Parents and guardians of pupils who fail to register shall be summoned. Exemption from penalties is granted in special cases.

The Law provides for the non-employment of juveniles and stipulates the penalties applicable in the event of violating its provisions.

The Law stipulates for its enforcement and for the issuance the regulations for implementing it.

Finally, the causes for the issuance of this Law are explained.

In Jordan

60. The Hashemite Kingdom of Jordan, Legislations, Laws, Regulations ... etc., Law No. 10 of 1976 in Connection with the Abolition of the General Preparatory Certificate, "Risalat Al-Mu'allim", (Teacher's Mission), Jordan, 19th year, Issue No. 1, (January-March 1976), pp. 70-71.

This Law consists of six articles.

Article 1 defines the Law's designation and specifies its date of enforcement.

The second article provides for the abolition of the Preparatory Certificate, while Article 3 specifies the Ministry's responsibility in determining the conditions of admission in the secondary stage.

Article 4 indicates the amendments introduced by this Law to the Law of Education No. 16 of 1964.

The fifth article specifies the new articles which superseded Articles 55 and 56 of Law No. 16 of 1964 dealing with the General Secondary Certificate examination, its procedures, the conditions governing the grant of this Certificate and the fees payable by candidates sitting for this examination.

The sixth and last article provides for the repealing of paragraph (6) of Article 58 of Law No. 16 of 1964 and sets forth the substituting text which deals with the problem of challenging the results and procedures of the General Secondary Certificate examinations.

EDUCATIONAL PHILOSOPHY IN ARAB COUNTRIES

61. El-Nouri, Abdul Ghani Abdul Fattah, "Malamih Wa-Tasawwurat Lil-Fikr Al-Tarbawi Wa-In'ikasatuha 'ala Al-Takhtit", (Glimpses and Visualizations of the Educational Philosophy and how they Reflect on Planning", "Al-Tarbiyah", (Education), Issue No. 16, (July 1976), pp. 18-19.

After defining the aims of education in any given Arab country, the writer said that education purports to realize social efficiency, social justice and economic justice.

The writer went on to deal with the condition of education in the Arab World, its requirements and the crisis through which it passes, showing how the content of education is affected by these circumstances, both as to quality and as to quantity.

He then reviewed the major concepts which dominated the educational philosophy and its applications in the Arab World from the point of view that education is secluded from any social context, from the angle of economy and, lastly, from the point of view that education is a continuous process.

EDUCATIONAL PLANNING

In Arab Countries

62. Metawi', Ibrahim 'Ismat, "Al-Takhtit Lil-Ta'leem Al-'Aali fil-Duwal Al-'Arabiyyah", (Planning for Higher Education in Arab Countries), "Al-Wa'y Al-'Arabi", (Arab Consciousness), (Cairo), 1st year, Issue No. 3, (August-September 1976), pp. 28-36.

Following an explanation of the concept of higher educational planning, the writer showed how it would help Arab countries in attaining their aims and indicated the present needs of a revolutionary society in these countries.

After reviewing the principles to be adopted in planning for higher education in order to ensure that the educational process is carried out on a sound scientific basis, the writer described the structure of civil servants in Arab countries and how it developed and pointed to the steps to be taken in educational planning as regards their timing and economics.

Referring to the basic factors in planning for higher education in Arab countries, the writer mentioned statistics, showing their importance, discussed the principle of democracy as a basis for the planning process and emphasised the interactions between education and the society. He also showed the extent to which educational facts are interdependent, then discussed planning and educational and cultural socialism.

Concluding his article, the writer gave a comprehensive definition of educational planning.

In Iraq

63. The Iraqi Republic, Ministry of Education, Directorate-General of Educational Planning, "The Projected 5-Year Plan for Educational Supervision 1976/80", Baghdad, 1976. 89 pages plus appendices.

- Vol. I - Supervision of Primary Schools.

The introduction to this document explains that educational supervision is one of the variables of the educational process and shows the role exercised by supervision in improving the quality of primary education.

The text of the document is subsequently divided into four parts.

The first part deals with contemporary trends in educational supervision, showing their aims and functions, the characteristics of the educational supervisor and the requirements for his selection and training. It also indicates the machinery and bodies which should be active in this respect.

Parts 2 and 3 deal with the status of educational supervision in the primary schools of Iraq and evaluate it in the light of contemporary trends.

The fourth and last part explains the suggested plans for developing educational supervision in the primary schools of Iraq, indicates the principles and aims of the latest plan for educational development, shows its quantitative estimates and describes its specific trends.

A set of appendices are attached showing the number of present and prospective supervisors and the Arabic and foreign references consulted in this document.

In the Sultanate of Oman

64. Al-Khateeb, Zuhdi, "Mashrou' Al-UNESCO Li-Takhtit Al-Tarbiyah Wa-Tatweeriha fi-'Oman", (UNESCO's PROJECT FOR PLANNING AND DEVELOPING EDUCATION IN 'OMAN), "Ta'leem Al-Jamaheer", (Mass Education), Cairo, 3rd year, Issue No. 5, (January 1976), pp. 28-32.

Having defined irregular education and showing to what extent it related to adult education, the writer enumerated the reasons for which the problem of illiteracy has fallen down at very insignificant rates in spite of the efforts exerted by the developing countries in general and Arab countries in particular to eradicate it.

Reviewing the UNESCO's project for developing and planning education in Oman, the writer indicated the role which the irregular expert is required to play in this respect.

The writer went on to describe the conditions of education in the Sultanate of Oman, showing the volume of the problem of illiteracy, the progress in adult education and the number of students enrolled in the various literacy centres in the Sultanate.

After reviewing the new concept of adult education as contained in the UNESCO's project for the eradication of illiteracy, the writer indicated the elements which should be taken into consideration, saying that the project should involve a brief and urgent plan and a detailed plan for a period ranging from six to nine months.

EDUCATIONAL PSYCHOLOGY IN SAUDI ARABIA

65. Zaidan, El-Sayyed Abdul Kader, "Al-'Awamil Al-Shakhsiyyah Al-Mu'athirah 'ala Al-Tahseel Al-Dirasi", (The Personal Factors Influencing Accomplishment), "Al-Tawtheeq Al-Tarbawi" magazine, (Educational Documentation), Saudi Arabia, Issue No. 12, (October 1976), pp. 11-13.

After describing personality traits and showing the methods whereby one person is distinguished from another, the writer described the characteristic behavior of an extrovert pupil showing how he attempts to establish numerous relationships with other people adding that he is known to be flexible and excels in social intelligence.

Introvert pupils, on the other hand, are characteristically known for their internally-oriented activities, establishing social relationships of a deep and profound nature and possessing an ability to be creative.

Concluding his article, the writer related the findings obtained from an experimental study he had conducted on a sample of primary school pupils, showing how the introverts and the extroverts reacted to an academic curriculum of a medium degree of difficulty.

EDUCATIONAL RELATIONSHIPS IN JORDAN

66. Al-Ayyubi, Ishaq Mohamed, "Al-Tafa'ul Al-Saffi", (Class Interaction), "Risalat Al-Mu'allim", (Teacher's Mission), Jordan, 19th year, Issue No. 4, (October-December 1976), pp. 33-34.

Following an explanation of what is meant by class interaction and an indication of the role it plays in determining the mutual behaviour of the teacher and his pupils in the classroom, the writer showed the extent to which a teacher influences his pupils in class, whether directly or indirectly. He also showed the extent to which such influence changes according to educational situations and differs from one teacher to another.

Discussing the laws of class interaction, the writer described the role of both the teacher and the pupils, emphasizing the importance of students' performance in such interaction and their success in pursuing it.

Lastly, the writer dealt with the role of the school with its various classes, being a social institution. He also dealt with the class community which represents a social structure exposed to a large number of influencing factors mentioned by the writer. He showed how types of conduct are developed as a result of these factors.

67. Manna', Siham Rafiq, "Al'Ilaqat Al-Tarbawiyyah bayna Al-Mu'allimat Wa-Talibat", (Educational Relationships between Mistresses and Girl Students), "Risalat Al-Mu'allim", (Teacher's Mission), Jordan, 19th year, Issue No. 4, (October-December 1976), pp. 44-47.

Beginning her study, the writer stated how she felt, there existed a problem of misunderstanding regarding various situations on the part of school mistresses or girl students, creating an unhealthy atmosphere and causing differences in opinion between them.

The writer then explained the aims of her study and the methods adopted to gather the necessary information. Upon analysing the collected information, the writer determined the factors which caused this phenomenon and advanced her own hypotheses for doing away with this problem.

She called for open discussions between school mistresses and girl students, describing her own experience in this respect and showing the results obtained from this experiment.

EDUCATIONAL RESEARCH

In Arab Countries

68. Al-Kilani, Majid 'Irsan, "Al-Bahth Al-Muwajjih Lil-'Amal; Tabi'atuhu Wa-Daruratuhu fil-Tarbiyah", (Action-Orienting Research; Its Nature and its Necessity in Education), "Risalat Al-Mu'allim", (Teacher's Mission), Jordan, 19th year, Issue No. 1, (January-March 1976), pp. 42-48.

The writer began his article with an indication of the importance of cooperative action in the face of educational problems, showing the advantages of the method of action-orienting research.

Explaining the value of educational research, the writer showed how it provides men of research with certain personal attributes and intellectual characteristics. He reviewed its impact on enhancing educational effectiveness, improving curricula and enriching teaching methods.

After reviewing the presuppositions which make educational research both beneficial and acceptable, the writer dealt with traditional educational research as contrasted with action-orienting research, showing the differences between both methods.

He went on to explain the method and procedure of action-orienting research, stressing the value of cooperative work in this process.

Concluding his article, the writer enumerated the moral qualities required in teachers practicing action-orienting research.

69. El-Kholi, Mohamed Ali, "Muqawwimat Al-Bahth Al-Tarbawi", (Requirements in Educational Research), "Al-Tawtheeq Al-Tarbawi", (Educational Documentation), Issue No. 12, (October 1976), pp. 14-17.

The article started with a definition of educational research, following which the writer dealt with the trends of educational research being: descriptive, analytical, experimental and appraisal.

Dealing with the aims of educational research, the writer enumerated the major fields of research, specifically evaluation of general educational targets, curricula and school examinations, analysis of examinations, undertaking field experiments and compilation of data on the educational problems and the status of education.

Methods of educational research explained by the writer include questionnaires, interviews, observation of the process of education and experimentation. He mentioned the prerequisites for a successful educational research.

At the end of his article, the writer dealt with the basics of educational research, concentrating on the stating of the problem, the careful choice of the samples the use of reliable tools in collecting data, the familiarity with principles of educational statistics, the examination of differences through use of statistics and the proper designing of the experiment.

In Jordan

70. Al-Kilani, Majed 'Irsan, "Al-Bahth Al-Muwajjih Lil-'Amal; Uslub Jadid Li-Mu'alajat Al-Mushkilat Al-Tarbawiyyah", (Action-Orienting Research; A New Method for Dealing with Educational Problems), "Risalat Al-Mu'allim", (Teacher's Mission), Jordan, 19th year, Issue No. 4, (October-December 1976), pp. 37-43.

After defining action-orienting research as a new method which links proficiency development to work itself, the writer indicated the significance of this method in deducting facts and detecting skills through which problems could be solved and appropriate solutions for them could be devised in fields of education.

The writer went on to review the presuppositions of the action-orienting research, dealing with each of the various stages which organize the programme of this method of research and reviewing the steps involved in each of these stages.

In the first stage, the writer dealt with the determination of the problem and its formulation in a fashion lending itself readily to research. He also dealt with the formulation of the research's hypotheses and the elements to be taken into considerations in the latter formulation.

In the second stage, the writer dealt with the designing of research tools, such as questionnaires, interviews and meetings designed for developing the research. He described as well specimens of other tools of research, such as observation, surveys and comparison.

In the third stage of research, the writer dealt with the manner in which hypotheses may be tested and data compiled, and analysed.

Concluding his article, the writer explained how programmes of action-orienting research may be organized and showed the importance of cooperative work in this respect.

EDUCATIONAL STATISTICS

In Arab Countries

71. League of Arab States, Arab Organization for Education, Culture and Sciences, "Nashrat Al-Ihsa'aat Al-Tarbawiyyah fil-Watan Al-'Arabi Lil-'Aamm Al-Dirasi 1973/1974", (Bulletin of Educational Statistics in the Arab Homeland for the School Year 1973/1974), Cairo, 1976. 198 pages.

The aims of the Bulletin and the methods used in compiling its material are set forth in its introduction.

The Bulletin's first of four parts contains educational statistics of the Arab homeland, both as to quantity and as to quality.

Part 2 consists of general statistics on general and higher education in the Arab homeland.

The third part contains a statistical analysis of education in the Arab homeland, while Part 4 explains the detailed results obtained from the statistical analysis of general and university education in the Arab homeland.

Statistics are grouped in sets dealing with the number of schools as to their type and nature in the various educational stages, the number of classes and pupils, the density of classes, the distribution of teachers according to their academic qualifications and the student's share of the teaching staff. Statistical data also deal with the number of students registered in final years, sitting for examinations and receiving certificates.

The Bulletin further contains appendices and charts on students' density and the ratio of students to the number of population in each Arab country in the various stages of education.

In Bahrain

72. State of Bahrain, Ministry of Education, Directorate of Educational Planning, "Statistics of Education for the School Year 1975/76", Manamah, 1976. 159 pages.

Following an introduction on the importance of statistics to men of research and students of the educational system in Bahrain, the document gave a historical backg;round of the islands of Bahrain and their educational progress.

Statistics contained in this document are divided into thirteen parts.

Part one consists of statistics on the population, educational expenditure, schools, students, personnel of the educational machinery and the Ministry's administrative set up, school buildings and schools' transportation facilities.

The second part contains statistics on primary education showing the number of pupils, classrooms and teachers.

While Part 3 deals with preparatory education, Part 4 is concerned with statistics on general secondary education.

The fifth part contains statistics on technical, industrial and commercial education, evening vocational training centres and the Gulf Industrial College.

Part 6 reviews statistics on high education, whether as to the number of students or as to graduates, scholars and external students following courses in foreign universities.

The seventh part contains statistics on religious education for boys only, while Part 8 reviews the number of pupils and teachers in non-governmental schools.

In the ninth part, statistics are given on the number of blind pupils studying in Al-Nur (Light) Institute for the Blind.

Part 10 is concerned with the number of participants in training panels and symposia divided according to the place and topic of the panel.

The eleventh part shows the number of classes and enrolment in literacy centres and the number of supervisors and teachers in them.

Statistics contained in Part 12 show the examination results of the general secondary, commercial and industrial certificates.

The thirteenth part consists of cultural statistics on the number of employees, books and periodicals in the public library and its branches as well as the number of book-borrowers according to sex during 1975.

In Saudi Arabia

73. Saudi Arabia, Ministry of Education, Centre for Statistical Data and Educational Documentation, "Khulasat Ihsaiyyah 'an Tatweer Al-Ta'leem fil-Mamlakah Al-'Arabiyyah Al-Sa'udiyyah fil-Sanawat Al-Sitt Al-Akhirah 1389/90 H. - 1394/95 H.", (*Statistical Briefs on the Development of Education in Saudi Arabia during the Last Six Years 1389/90 H. - 1394/95 H.*), Riyadh, 1396 H., 16 tables (in stencil).

The Document contains statistical tables on education in Saudi Arabia during the last six years.

These tables include statistics on kindergarten, teachers and administrators, on the primary stage and both the intermediary and secondary stages, on men and women teacher training institutes and centres for complementary studies, on the schools where the Quraan is memorized and on the technical, private and high education.

Some tables are also devoted to classes, students, teachers and administrators in popular culture schools.

In conclusion, statistics of the budget of education, its development over the years under consideration and its proportion to the State Budget are also given.

In Syria

74. Syrian Arab Republic, Ministry of Education, Directorate of Planning and Statistics, "Statistics on Education and Examinations for the School Year 1975/76", Damascus, 1976. 402 pages.

This document consists of a set of statistical tables indicating the extent of development of education and examinations in the Syrian Arab Republic during the school year 1975/76.

Following an introduction showing the importance of this document to men of research and indicating the development of the budgets of the various stages and types of education from 1960-1976, the annual cost per pupil in the 5-Year Plan of 1971/76, the development in the number of pupils in all stages of education from 1966/67 to 1975/76, a set of statistics on the population of Syria and the proportion of pupils to the population were given.

The text of the document falls into seven parts.

Part 1 contains statistics on primary education which are divided into three sets namely, governmental primary education, private primary education and UNRWA primary education.

The second part consists of statistics on preparatory education and are divided along the same lines of the primary education statistics.

Part 3 is concerned with secondary education statistics, while the fourth part comprises statistics on technical, industrial, women and commercial education.

In the fifth part are given statistics dealing with the development of education sponsored by other Ministries, such as the Shar'i education sponsored by the Ministry of Waqfs (Religious Endowments) and the agricultural education.

Part 6 contains statistics on men and women teacher training colleges, intermediate institutes for teacher training, institutes of industrial training and physical education institutes.

The seventh and last part reviews the results of annual and public examinations in the school year 1975/76.

75. "Al-Ishraf Al-Tarbawi kama Yarahu Al-Mu'allimoun; Dirasah Maidaniyyah", (Educational Supervision as Viewed by Teachers; A Field Study), prepared by the Section of Educational Supervision of the Ministry of Education in Jordan, "Risalat Al-Mu'allim", (Teacher's Mission), 19th year, Issue No. 4, (October-December 1976), pp. 6-10.

This study began with a review of the problem of educational supervision and indicates the need for using new methods consistent with the new concept of educational supervision approved by 'Aqabah Educational Conference.

Reviewing the questionnaire prepared to survey the opinion of teachers on the manner in which each method of supervision is utilized, the study indicated the value of each method of supervision, the teachers' opinion on the various changes undergone by supervision as compared with the supervisory process to which they are used.

A review is made of the outcome of the field study arranged in order of priorities and tabulated in tables the contents of which were analysed.

A further review is made of the outcome of the study as regards the methods recently used in supervision, giving the teachers' views and subjecting these views to analysis in order to compare the old methods of supervision to the useful new methods.

An account is given of the observations made by teachers on the programme of supervision and the outstanding fields in which changes were effected.

At the end of the study, the teachers' views on the present status of supervision, being an overall democratic process or a process of educational supervision centering around the teacher or a process of inspection aimed at holding teachers responsible are given.

The rate of change in educational supervision was calculated in order to determine to what extent teachers are aware of it.

ENGLISH LANGUAGE

In the Democratic Republic of Yemen

76. Khan, Bashir Mohamed, "Ta-ammulat bisha-n Tadrees Al-Lughah Al-Injliziyyah Wa-Raf' Mustawaha", (Thoughts on the Teaching of English and how to Raise its Standard), "Al-Tarbiyah Al-Jadidah", (New Education), Democratic Yemen, 2nd year, Issue No. 4, (March 1976), pp. 45-54.

Having stressed the importance of English language teaching in Yemeni schools and enumerating the factors which resulted in a weak standard in these schools, the writer advanced suggestions designed to provide a speedy remedy to this weakness.

In this connection, he emphasized the need for giving thorough training to men and women teachers, whether in teacher training colleges or in the Faculty of Higher Education as well as to outstanding men and women teachers in primary schools.

Dealing with the curriculum, the writer showed how he conceives it, mentioning the elements to be taken into consideration at the time of preparing the text books used in Yemen. He also dealt with teaching methods, describing the new methods now applied.

Concluding his article, the writer held men and women teachers responsible for finding solutions for the low standard of English language among pupils.

In Kuwait

77. Haggag, Ali Hussein, "Ba'd Al-Mafaheem Al-Khati'ah fi Ta'leem Al-Lughah Al-Injliziyyah", (Some Wrong Ideas on the Teaching of English), "Dirasat Tarbawiyyah", (Educational Studies), Kuwait, Issue No. 9, (February 1976), pp. 1-5.

Having indicated the aspects of teaching English as a foreign language in Kuwait which do not receive adequate attention, the writer showed how this negligence has resulted in a low standard of teaching.

The writer went on to say that there are wrong ideas about the teaching of English which impair its progress. It is the duty of the teacher to undermine these wrong ideas, he added.

Wrong ideas, in the opinion of the writer, are the outcome of the vagueness or non-identification of the aims of English teaching. Describing the teaching methods in Kuwait, whether adopted or suggested, the writer showed it would be utterly wrong to lay emphasis on form rather than on content.

Reviewing some aspects of language teaching, the writer dealt with audio-visual aids, methods of evaluation and testing, objective and traditional examination methods and the so-called article writing method. He also dealt with text books, resumes and translation.

Referring to some solutions, whether conventional or suggested, the writer said the wrong ideas could be done away through post graduate studies, utilization of text books which contain a variety of methods that do not check the teacher's initiative and organizing panels and symposia for exchanging views and discussing modern trends.

In Qatar

78. Nagi, Kamal, "Mashrou' Raiyd Li-Tatweer Ta'leem Al-Lughah Al-Injliziyyah", (Pilot Plan for Developing English Teaching), "Al-Tarbiyah", (Education), Qatar, Issue No. 16, (July 1976), pp. 8-9.

After emphasizing the importance of learning foreign languages in general and English in particular in our age, which is an age of rapproachement and understanding between nations, the writer reviewed the stages through which English language teaching in Qatar has developed.

The writer then reviewed the new pilot plan which the Ministry of Education intends to implement, supported by all available expertise.

He also described the symposium held by the Ministry in Doha for discussing the methods of developing English language teaching, reviewing the topics discussed and the recommendations adopted.

These recommendations, which will serve as a basis for the required development, dealt with the shortcomings of English language teaching in the schools of Qatar, the possibility of enhancing the effectiveness of language teaching, the variable trends in language teaching, the ideas and principles to be embodied in the curricula, the on-job training of teachers, examinations and the cultural content of English text books.

ERADICATION OF ILLITERACY AND ECONOMIC DEVELOPMENT IN ARAB COUNTRIES

79. Ammar, Hamed, "Khawater hawla Al-Mardud Al-Ijtima'i Wal-Iqtisadi Li-Mahw Al-Umiyyah", (Some Thoughts on the Social and Economic Return of Literacy Campaigns), Baghdad Conference on the Compulsory Eradication of Illiteracy, Baghdad, May 8-15, 1976, (Conference's Activities and Recommendations), Baghdad, Directorate-General of Educational Planning, Ministry of Education, 1976, pp. 155-170.

Following an introduction on the deep gap between advanced and developing countries in the field of knowledge and in the discovery of knowledge, the writer showed the extent to which Arab cultural heritage is receptive to knowledge.

The writer went on to review the pillars of economic development, stressing the importance of developing human resources and pointing to the role of planning in this respect. He also emphasized the need for utilizing petroleum proceeds in developing human resources, indicating the relation between literacy campaigns and economic development.

After reviewing the economic and social return of literacy campaigns, the writer discussed the inadequate programmes for developing education and fighting illiteracy, saying that imperialism, to which developing countries were exposed, has had its effect on such development.

In conclusion, he enumerated the principal features of the war waged against illiteracy in Iraq which make this war a planned and overall national campaign.

ERADICATION OF ILLITERACY

Conferences in Arab Countries

80. "Ittijahat, Wa-Munaqashat Wa-Tawsiyyat Mu'Tamar Baghdad Li-Mahw Al-Ummiyyah", (Trends, Discussions and Recommendations of Baghdad Conference on the Eradication of Illiteracy), Baghdad Conference on the Eradication of Illiteracy, Baghdad, May 8-15, 1976, (Conference's Activities and Recommendations), Baghdad, Directorate-General of Educational Planning, Ministry of Education, 1976, pp. 17-37.

The general discussions of this Conference revolved around the following subjects: the political proportions of the overall national campaign against illiteracy, the pan-Arab action in the national campaign for eradicating illiteracy, the new strategy for wiping out illiteracy, the relation between the overall economic development plans and the war against illiteracy, women's role in the illiteracy campaign, the variables influencing the national campaign against illiteracy and the incentives needed therefor, the educational curricula and renovations required in an overall national campaign against illiteracy, the training of the indigenous staff required for wiping out illiteracy and a review of the world's experience in the field of fighting illiteracy.

Recommendations adopted by the Conference included recommendations for a strategy of literacy campaigns, for the administrative machinery needed to ensure successful work in fighting illiteracy, for the necessary programmes of action and how to follow them up, for the training of the personnel and the preparation of curricula and text books and for the material and social incentives which would guarantee the waging of successful campaigns against illiteracy.

81. Baghdad Conference on the Compulsory Eradication of Illiteracy, Baghdad, May 8-15, 1976, (Conference's Activities and Recommendations), Baghdad, Directorate-General of Educational Planning, Ministry of Education, 1976. 1102 pages.

At the beginning of this document, a telegram addressed by the Conference to the Resident of the Republic was reproduced. It gave a brief account of the Conference's national and pan-Arab aims.

The text of the Document itself fell into two parts.

Part 1 contained a review of the Conference's aims and tasks, a list of the Committees formed within the Conference and the names of participants. It also gave a general review of the Conference's trends and recommendations and an account of the discussions which took place in it.

A number of appendices were appended, containing the names of participants, the Conference's agenda and the Committees' reports.

Part 2 consists of a set of the papers and studies presented in the Conference and dealing with the social and economic return of illiteracy campaigns, the strategy of fighting illiteracy, the curricula and text books used in literacy campaigns, the new educational devices applied in eradicating illiteracy, the material requirements for wiping out illiteracy and the experience of other countries in fighting illiteracy, such as China and Cuba.

82. Al-Munshi, Anisah Mohamed Hassan, "Bahth Al-Manahij Wal-Kutub Al-Dirasiyyah Al-Lazimah Li-Tahqiq Ahdaf Al-Hamlah Al-Wataniyyah Al-Shamilah Li-Mahw Al-Umiyyah", (A Study on the Curricula and Text Books Needed for the Realization of the Aims of the National Overall Campaign for Fighting Illiteracy), by Anisah Mohamed Hassan Al-Munshi and Ibrahim Khalil Shehab, Baghdad Conference for Compulsory Eradication of Illiteracy, Baghdad, May 8-15, 1976, "Conference's Activities and Recommendations", Baghdad, Directorate-General for Educational Planning, Ministry of Education, 1976, pp. 331-369.

In their introduction, the writers defined both kinds of literacy campaigns, the traditional one and the functional. They explained why the traditional type has been a failure.

After reviewing the modern concept of curricula and the general and specific aims of literacy curricula, the writers described the differences between students covered by the overall national campaign against illiteracy as to their age, sex and economic and social background, adding that these differences should be taken into consideration at the time of preparing the curricula and text books utilized in literacy classes.

The writers went on to show how knowledge of modern theories of education has its bearing on the selection of courses, activities and teaching methods, indicating the procedure whereby learning experiences which students are required to acquire may be selected.

They also showed how the contents of curricula may be organized and what criteria may be used in such organization.

Following a review of the characteristics which literacy instructors should possess, the writers concluded their article saying that the present text books used in literacy centres should be developed and new books should be written in the light of the criteria mentioned in the article.

They ended their article with a list of Arabic and foreign references consulted in the compilation of their material.

83. Saber, Mohyeddine, "Qawmiyyat Al-'Amal fil-Hamlah Al-Wataniyyah Al-Shamilah Li-Mahw Al-Umiyyah", (Pan-Arab Action in the Overall Indigenous Campaign for Eradicating Illiteracy), Baghdad Conference on the Compulsory Eradication of Illiteracy, Baghdad, May 8-15, 1976, (Conference's Activities and Recommendations), Baghdad, Directorate-General of Educational Planning, Ministry of Education, 1976, pp. 239-257.

Following a review of the fundamentals of the problem of education and its various aspects and a discussion on contemporary civilization and the relation between human knowledge and democracy of learning, the writer dealt with illiteracy, explaining its meaning and describing its features and sources.

Discussing the problem of illiteracy in Arab countries and indicating its percentage in each country, the writer explained why the percentage of illiterates differs from one country to another. In this connection, he related the outcome of the experiments undertaken in Saudi Arabia, the State of Kuwait, the State of Qatar and the United Arab Emirates to stem the tide of illiteracy. He also described the efforts exerted by Iraq in the compulsory eradication of illiteracy, showing the role played by popular initiative in this respect.

Concluding his article, the writer pointed to the method whereby pan-Arab action may be taken to wipe out illiteracy.

84. Nofal, Mohamed Nabil, "Mahw Al-Ummiyyah Wa-Khutat Al-Tanmiyah Al-Qawmiyyah; Al-Itar Al-Nazari Lil-Mushkilah", (The Eradication of Illiteracy and National Development Plans; The Theoretical Framework of the Problem), Baghdad Conference on the Compulsory Eradication of Illiteracy, Baghdad, May 8-15, 1976, (Conference's Activities and Recommendations), Baghdad, Directorate-General of Educational Planning, Ministry of Education, 1976, pp. 122-153.

After pointing to the role played by the human element in the national economic development, the writer stressed the importance of education as an investment having bearing on the economic and productive activity.

The writer went on to review the difficulties encountered in measuring the economic development of education and described the relationship between education and brain work. He then reviewed the studies undertaken to determine the impact of age, period of service and education on skill.

In the latter part of his article, the writer dealt with economic development in the Arab World as it relates to education and illiteracy, showing how the sudden wealth which appeared in some Arab countries has been influential in changing the economic and social structure of these countries. He also showed how the adoption of planning as a method and style was operative in the realization of economic development.

The writer further reviewed the needs created as a result of the increased rates of development in Arab countries, describing the extent of interest shown in education by Arab countries and the obstacles hindering education from performing its task in creating the human elements needed for economic development.

In this part of his article, the writer indicated the economic return from eradicating illiteracy, saying that the bad effect of illiteracy lies in its being an obstacle to progress.

85. Al-Rawi, Musari', "Al-Takamul bayna Hamalat Mahw Al-Ummiyyah Wal-Ta'leem Al-Nizami fi Itar Al-Ta'leem Al-Mustammer Mada Al-Hayah", (Integrating the Campaigns against Illiteracy with Systematic Education within the Framework of a Life-Time Perpetual Education), Baghdad Conference on Compulsory Eradication of Illiteracy, Baghdad, May 8-15, 1976, "Conference's Activities and Recommendations", Baghdad, Directorate-General for Educational Planning, Ministry of Education, 1976, pp. 259-278.

After explaining the aims sought by the writer from writing this article, he gave a definition of life-time perpetual education and the integrative approach to problems, then showed the volume and causes of the phenomenon of illiteracy and indicated how illiteracy affects societies and their economic development and progress.

The writer went on to describe the condition of illiteracy in the Arab society, giving its percentage and showing how it contributes to the society's backwardness.

Touching upon illiteracy in the Iraqi community, the writer mentioned its causes and described how widespread it is. He also showed the manner in which the Iraqi Revolution dealt with this problem saying that literacy campaigns should be combined with systematic education in an integrative effort and adding that both the systematic education and the spread of illiteracy in Iraq are interrelated, with each of them affecting the other.

He reviewed the comprehensive method whereby sources of illiteracy may be sealed off within the framework of an overall educational outlook.

Dealing with primary education, the writer called for its compulsory enforcement on all children and the treatment of the phenomenon of dropouts and failures, whether in the regular scholastic system or in literacy centres.

Concluding his article, the writer stressed the need of giving special attention to lads (between the age of 10 and 15), saying that systematic education should combine its efforts with the literacy campaigns in order to put a final end to the problem of illiteracy.

86. Al-Talla, Fakhruddin, "Al-Mustahdathat Al-Tarbawiyyah fi Majal Mahw Al-Ummiyyah", (New Educational Devices in the Field of Illiteracy Eradication), Baghdad Conference on Compulsory Eradication of Illiteracy, Baghdad, May 8-15, 1976, "Conference's Activities and Recommendations", Baghdad, Directorate-General of Educational Planning, Ministry of Education, 1976, pp. 387-394.

Beginning his article, the writer showed how the introduction of writing and printing and the utilization of electrical machines have been influential in the dissemination of information, in communications and in education.

After reviewing the criteria by which the effectiveness of the teaching system is measured, the writer talked on the new devices introduced in the campaign against illiteracy in Arab countries, such as the television, programmed education (which is also effective in following-up illiterates), the application of the results of international research in literacy campaigns, the utilization of audio-visual aids in adult education and the introduction of package and bag deals as a new system of education.

In conclusion, the writer showed how traditional education affects the newly-introduced educational devices.

87. 'Ebeid, Ahmad Hassan, "Hawla Ijraat Mahw Al-Ummiyyah Bil-Bilad Al-'Arabiyyah", (On the Measures of Fighting Illiteracy in Arab Countries), Baghdad Conference on Compulsory Eradication of Illiteracy, Baghdad, May 8-15, 1976, "Conference's Activities and Recommendations", Baghdad, Directorate-General of Educational Planning, Ministry of Education, 1976, pp. 439-453.

After explaining some general trends explaining the meaning of illiteracy and indicating the share of illiteracy appertaining to the population of developing countries, the writer mentioned certain factors which help in placing the phenomenon of illiteracy in its proper perspective and in giving it its true dimensions.

The writer went on to show the difference between adult education and the eradication of illiteracy, giving the reasons which justify the campaigns launched against illiteracy.

He suggested that the eradication of illiteracy should be treated as a preparatory or transition stage in a system of adult education which would culminate in the grant of some certificates and diplomas.

The writer argued that it would be preposterous to enact a legislation forcing illiterates to attend literacy classes, adding it would be more appropriate to provide circumstances which would make illiterates feel the need for acquiring the ability to read and write.

After reviewing the efforts deployed to fight illiteracy and showing the attitude of illiterates towards them, the writer enumerated the guidelines for a successful campaign against illiteracy.

In Iraq

88. El-Ghannam, Mohamed Ahmed, "Al-Istratijiyyah Al-Jadidah Li-Mahw Ummiyyat Al-Kibar fil-'Iraq", (The New Strategy for Eradicating the Illiteracy of Adults in Iraq), Baghdad Conference on the Compulsory Eradication of Illiteracy, Baghdad, May 8-15, 1976, (Conference's Activities and Recommendations), Baghdad, Directorate-General of Educational Planning, Ministry of Education, 1976, pp. 105-121.

After giving the scientific definition of strategy, the writer dealt with illiteracy among adults (15 years and above) in Arab countries and in other regions of the world in 1970 and the forecast of the number and percentage of adult illiterates in Arab countries until the year 1990, reproducing statistical tables to demonstrate his argument.

Reviewing the efforts exerted by the Government of Iraq in fighting illiteracy, the writer described the signposts on the road to combatting illiteracy in Iraq, saying that the overall national campaign waged by the Government is aimed at reaching a large number of illiterates, with the aid of all national and popular energies available and the provision of all material and scientific possibilities needed for this campaign.

Towards this end, Iraq has given reconsideration to the classical methods employed in fighting illiteracy, fixed a carefully studied time limit for the campaign, adopted planning as basis for any action in fighting illiteracy, developed a system of incentives and controls for the campaign, emphasized propaganda and popular awareness, reconsidered legislations governing the campaign against illiteracy and decided to realize full compulsory education in the primary stage in the next few years to be eventually extended to subsequent stages.

89. Al-Bassam, Abdul Aziz, "Dirasah 'an Istratijiyyah Jadidah Muqtarahah Li-Mahw Al-Ummiyyah fil-'Iraq", (Study on a Suggested New Strategy for Eradicating Illiteracy in Iraq), Baghdad Conference on Compulsory Eradication of Illiteracy, Baghdad, May 8-15, 1976, (Conference's Activities and Recommendations), Baghdad, Directorate-General of Educational Planning, Ministry of Education, 1976, pp. 171-238.

This article falls into six parts.

Part 1 begins with an introduction outlining the topics covered in this article and linking them to an earlier study on the same subject by the same author.

In this part, the writer gives a definition of the term "strategy" and describes the gigantic nature of the problem of illiteracy. He shows how the educational policy in Iraq has changed its approach to the campaign against illiteracy, describes the present efforts made in the field of fighting this social scourage and points to future prospects.

Part 2 deals with the relations between the community (with its social, economic, cultural and political aspects) and the declared war against illiteracy. In this connection, the writer discussing the following subjects: the need for basing anti-illiteracy efforts on a social philosophy; the need for combining the campaign against illiteracy with the overall economic development efforts; the need for emphasizing the democratic content of the literacy campaign; and the need for realizing an adjustment between the war against illiteracy and the movement of the society and for developing action against illiteracy within the framework of the society.

The third part of the article deals with the elements of the strategy contemplated for educational fields, showing the nature of the war against illiteracy, the basic methods of education, the relation between the literacy campaign and school education and the trends of literacy programmes, their basic elements and the general principles for their development.

Part 4 deals with the elements of educational strategy in fields of organization. Subjects dealt with in this part are: the role of popular organizations in the overall campaign for eradicating illiteracy; the need for developing the legislations governing literacy campaigns; the organization of the necessary propaganda for the campaign against illiteracy and the provision of the human and material sources required for the campaign.

The fifth part deals with the preparation of a full-fledged plan for fighting illiteracy and shows the manner in which such plan may be worked out.

The sixth and last part consists of an outline of the topics dealt with in the article.

A list of Arabic and foreign-language references consulted by the writer in compiling his material is given at the end of the article.

In Jordan

90. Al-Jindi, Moussa, "Tatawwur Mahw Al-Ummiyyah fil-Urdun", (Development of Literacy Campaigns in Jordan), "Ta'leem Al-Jamaheer", (Mass Education), Cairo, 3rd year, Issue No. 5, (January 1976), pp. 91-103.

In a historical synopsis on the development of adult education and its regulating laws in Jordan, the writer reviewed the various endeavours aimed at wiping out illiteracy, mentioning those undertaken by the Government, by private organizations and by the Higher Committee for Adult Education and Eradication of Illiteracy, mentioning as well the legislations connected therewith.

After indicating the proportions of the problem in the light of the latest census taken of the population and the percentage of illiterates, the writer reviewed the present curricula and educational material used in centres of adult education and literacy campaigns and described the syllabi followed and the teacher training sessions organized for the benefit of the centre's instructors, touching upon the budgetary appropriations allocated for this purpose.

The writer went on to review the various projects and programmes of literacy campaigns in Jordan, mentioning in this respect the projected evening classes, the selective plan for eradicating illiteracy in Al-Buq'ah Camp, the pilot plan for educating labourers, the field symposium of functional education and industrial development and the 10-year plan for fighting illiteracy.

Concluding his article, the writer reviewed the efforts exerted by the charitable societies in fighting illiteracy indicating the difficulties encountered in teaching adults in Jordan.

Future prospects of literacy campaign in Jordan were not overlooked by the writer who described the future awaiting Jordan as a result of the efforts exerted in this field.

91. Abul Rabb, Ahmed Mahmoud, "Dawafi' Al-'Ummal ila Al-Tanmiyah Wa-Mahw Al-Ummiyyah", (Labourers' Drives to Realize Economic Development and Eradicate Illiteracy), "Risalat Al-Mu'allim", (Teacher's Mission), 19th year, Issue No. 1, (January-March 1976), pp. 59-62.

At the outset of his article, the writer indicated the aims of literacy centres in companies and factories and showed how illiteracy affects the development process.

The writer went on to explain the aims sought from the eradication of illiteracy, saying that literacy develops the worker's mentality, facilitates dialogue between the management and the labourers and awakens the conscience of the workmen to perfect their work.

Explaining the study conducted by him to determine the labourers' motives to economic development and literacy, the writer described the method used in his study, the sample chosen for the research and the questionnaire conducted among the sample labourers.

After reviewing the outcome of the questionnaire to which labourers responded, and stating the results expected from this study, the writer reviewed the complaints voiced by labourers, showing the difficulties they face in literacy classes.

A summary of the article served as a conclusion.

In the Sudan

92. Al-Safi, Hashem Abu Zaid, "Mahw Al-Ummiyyah fi-Sudan", (Eradication of Illiteracy in the Sudan), "Ta'leem Al-Jamaheer" magazine (Mass Education), Cairo, 3rd year, Issue No. 5, (January 1976), pp. 104-112.

After giving some statistical data on the Sudan's area, its proportionate area to the entire area of the African continent, its population and their characteristics, the various categories of the population and their percentage in the general census and the extent of contribution made by these categories to national production and income, the writer reviewed the developments brought about by the endeavours to fight illiteracy and the efforts exerted and being exerted to combat people's illiteracy since 1948 and until 1969, mentioning all local regional and international attempts made during these years to stress the functional aspects of fighting illiteracy.

The writer went on to mention the new trends in this field since 1969 as well as some of the principles which conduct the strategy of fighting illiteracy in the Sudan as to their content and performance.

Concluding his article, the writer reviewed the national programme formulated for the eradication of illiteracy which was initiated in 1975 and spreads over four years, describing its basis, long and short term aims, work plan, levels of training and the institutions responsible for the implementation of this programme.

EVALUATION IN ARAB COUNTRIES

93. Moussa, Ja'far 'Ali, "Makanat Al-Taqweem Wal-Qiyas fil-Tarbiyah Wal-Ta'leem", (The Place of Evaluation and Measurement in Education), "Al-Mu'allim Al-Jadid" magazine, (The New Teacher), Iraq, Vol. 38, Issue No. 2, (1976), pp. 29-37.

The writer began his article with an explanation of the types of evaluation and measurement, showing their importance and advantages.

Commenting on the relation between evaluation and the function of a modern school, the writer explained first the meaning and aims of evaluation, then indicated the difference between evaluation and measurement, showed the difficulties encountered by both and mentioned the principal requirement for an efficient evaluation of pupils.

The writer emphasized the need for a continuous process of evaluation throughout the period of study, saying that evaluation should be comprehensive and should be carried out through a cooperative effort on the part of all those concerned.

EXAMINATIONS

In Iraqi Primary Schools

94. Hussein, Khamis El-Haj, "Adwaa 'ala Ilghaa Al-Imtihan Al-Wizari Li-Marhalet Al-Dirasah Al-Ibtidaiyyah", (Light Cast on the Abolition of the Public Examination of the Primary Education Stage), "Al-Mu'allim Al-Jadid", (The New Teacher), Iraq, Vol. 38, Issue No. 2, (1976), pp. 22-28.

As an introduction to his article, the writer gave a definition of examinations and indicated their shortcomings, showing their weak points and inadequacy as revealed by the present system of examinations in the light of their aims and purposes.

The writer went on to enumerate the causes which led the Ministry of Education in Iraq to abolish the public examinations held for the primary stage.

After citing his own suggestions regarding the controls to be exercised as a means of evaluation following the abolition of examinations, the writer stressed the importance of this move from an educational point of view, whether as regards the pupil or the teacher and the Ministry of Education.

Concluding his article, he called on teachers to assume their duties in ensuring that the experiment of abolishing examinations in the primary stage comes to a successful conclusion.

In Jordan

95. Lafi, Abdul Hayy, "Al-Qalaq fil-Imtihan Wal-But' fil-Kitabah", (Anxiety in Examinations and Slowness in Writing), "Risalat Al-Mu'allim", (Teacher's Mission), Jordan, 19th year, Issue No. 4, (October-December 1976), pp. 65-72.

The writer started his article with a review of the problem he wishes to study, showing how he feels towards it and explaining some of the concepts, methods and procedures utilized by him.

He went on to describe the assumptions used in his survey and related the previous studies which aimed at treating the problem of anxiety in examinations.

The writer described his assumptions, the questionnaire prepared by him and showed how he collected the necessary data to find out to what extent anxiety is correlative to examinations.

Furthermore, the writer conducted sessions with his samples from which he concluded that relaxation is a successful treatment of anxiety.

As evidence of the progress realized by the sample-student, the writer listed the grades obtained in all subjects in three successive stages.

In Preparatory Schools - Jordan

96. The Hashemite Kingdom of Jordan, Legislations, Laws, Regulations... etc., "Circular No. 28/2/8006 Dated February 28, 1976 in Connection with the Failing Pupils in the General Preparatory Certificate Examination of 1974/75 and Addressed to Inspectors of Education in Governorates and Provinces", "Risalat Al-Mu'allim", (Teacher's Mission), Jordan, 19th year, Issue No. 1, (January-March 1976), p. 71.

This Circular consists of two clauses.

The first clause sets forth the Minister's Resolution in connection with the requirements for sitting for the third year preparatory annual examination in 1976 by those pupils who are not enrolled in regular schools and who sat for the General Preparatory Certificate Examination of 1974/75.

The clause also indicates the necessary procedure for permitting eligible pupils to sit for that examination.

Clause 2 of the Circular sets forth the Minister's Resolution for examining those pupils who are not covered by the provisions of the preceding clause.

In Saudi Arabia

97. Al-Sukkari, Abdul Fattah, "Kayfa Nastafeed min Al-Ikhtibarat?", (How do we Benefit by Examinations?), "Al-Tawtheeq Al-Tarbawi" magazine, (Educational Documentation), Saudi Arabia, Issue No. 12, (October 1976), pp. 21-24.

Beginning his article, the writer indicated the function of examinations and mentioned some of their aspects which could be subjected to a profitable and fruitful study, thus revealing a number of important factors inherent in examinations.

In this connection, he called for conducting a serious study of the examination dates, the time allotted for each subject, the system of testing, the examination sheet, the subjects contained in a questions' sheet, the wording of questions, the general arrangement of the questions' sheet, the answering sheets, the system of grading and the grades allowed for class work during the year.

Concluding his article, the writer pointed to the results which could be obtained from such a study showing how any such study may be made to serve its purposes.

98. Al-Manfus, Abdul Aziz Mohamed, "Mulahazat hawla La'ihat Al-Imtihanat Al-Jadidah", (Remarks on the New Examinations Regulation), "Al-Tawtheeq Al-Tarbawi", (Educational Documentation), Issue No. 12, (October 1976), pp. 9-11.

The writer began his article with an introduction in which he explained his aims in throwing light on the new Regulation for Examinations issued in Saudi Arabia, comparing it to the previous Regulation.

In this connection, he observed that the old Regulation treated the school year as one entity, while in the new Regulation, the school year is divided into terms and semesters, which helps pupils to study the curricula in instalments.

He also observed that the old Regulation laid all emphasis on the final examination at the end of the year, whereas the new Regulation provided for periodical examinations spread out over the school year. The writer showed the educational effect of this step on pupils.

The new Regulation, the writer added, gives special interest to the teacher's role in the teaching process and in the evaluation of pupils.

Concluding his article, the writer mentioned that public examinations and certificates represented the sole interest of the old Regulation while the newly-issued Regulation gave equal attention to both the annual examinations and the public certificates examinations.

EXCELLENCE IN EDUCATION - JORDAN

99. 'Ubaidat, Zawqan, "Al-Tafawwuq Wa-Takhalluf Al-Dirasi; Dirasah Maidaniyyah", (Excellence and Retardation in Education; A Field Study), "Risalat Al-Mu'allim", (Teacher's Mission), Jordan, Vol. 19, Issue No. 1, (January-March 1976), pp. 54-58.

In this article, the writer described a field study he had undertaken on the subject of excellence and retardation of pupils. He began with an indication of his aims and a description of the method utilized in carrying out this survey. He explained how he chose his sample, indicating its size and the method whereby he reached his conclusions.

The writer showed how excellence and retardation are influenced by the cultural factors, the parents' cultural standard, the circumstances prevailing at home, the number of rooms in the house, the economic factors, the family's monthly salary, the health factors, the sample's friends and the number of friends the sample has.

The conclusions reached by the writer from his field study is that excellence is the outcome of comfortable conditions at home, high educational standard of parents, high family income, good health of the pupil, established social relationships and maintenance of friendships.

EXPRESSION - TEACHING METHODS - IRAQ

100. Abdul Meguid, Wajdah, "Al-Ta'beer", (Expression), "Al-Mu'allim Al-Jadid", (The New Teacher), Iraq, Vol. 38, Issue No. 2, (1976), pp. 82-89.

After explaining the place of expression among the various branches of languages and enumerating the aims sought from the teaching of expression and the types of literary expression, the writer listed the method of training on verbal expression and described the most important shapes of written expression.

According to the writer, training on expression should be organized in three sessions corresponding to the sessions of study in schools.

The first session includes the first two years of study, in which children are trained to express themselves. The writer described the various training methods which are beneficial in this stage.

In the second session, which includes the two subsequent years, children are trained on written in addition to verbal expression.

Verbal expression (conversation) and written composition are the subject of training in the third session.

FACULTIES AND UNIVERSITIES

Administration and Organization - Arab Countries

101. Al-Borollossy, Abdul Wahhab, "Al-Ittijahat Al-Hadithah Wal-Tajarub Al-Mu'asirah fil-Idarah Wa-Tanzeem Al-Jami'i Wal-'Aali", (Modern Trends and Contemporary Experiments in the Administration and Organization of University and Higher Education), Cairo, Association of Universities, 1976, 17 p.

- Paper presented to the Third General Conference on University Organization; Set-up and Administration, Baghdad, November 21-27, 1976.

This Paper falls into three parts.

Part 1 deals with the impact of post-World War II political and social changes on educational democracy, on the scientific and technological progress and on international and regional relationships in the fields of university education.

The second part deals with the trends of university and higher educational changes as to their quantitative development.

Part 3 explains the modern trends in organization and administration which deal with unity in university organization, independence of universities, participation in university administration, decision making, elevating the standard of administration and the need for training university leaderships.

102. Hamimi, Ibrahim, "Al-Hayakel Al-Tanzimiyyah Lil-Jami'aat Al-'Arabiyyah", (The Organizational Set-up of Arab Universities), Cairo, Secretariat-General of the Association of Arab Universities, 1976. 35 pages.

- Paper presented to the Third General Conference on University Organization: Set-up and Administration, Baghdad, November 21-27, 1976.

The aims of this paper are set forth in its introduction, following which an explanation is given of the increased number of students enrolled in some Arab universities, such as Cairo, 'Ain Shams and Alexandria Universities in Egypt.

After indicating the State's role in managing and directing universities, the writer described the functions of the various Councils which administer universities from the level of the central management of universities. In this respect he discussed the functions of the University Council, the Student Affairs Council, the Council of Post-Graduate Studies and Research, the Professors' Council, the Deans' Council and the Administrative Council.

The writer then described the constitution and functions of university councils on the local unit level within the university, discussing in this respect the Faculty's Council and the Department's Council.

The writer went on to talk on the administrative organization of some Arab universities, being the University of Sanaa, the University of Benghazi, Cairo University's Branch in Khartoum, Baghdad University and Cairo University.

A review is also made of the significant changes undergone by the organizational set up of universities, such as Al-Azhar, Cairo, Alexandria, 'Ain Shams, Khartoum, Khartoum Branch of Cairo University, Baghdad, Assiut, Aleppo, the Jordanian University, Al-Mustansiriyyah, Basrah, Kuwait, Mosel, Al-Salmaniyyah and the Teachers' Faculty of Education in Qatar.

Concluding his paper, the author reviewed some of the changes introduced in the administrative practices of universities during the past five years and emphasized the importance of getting students to take part in university councils and committees.

103. Tewfik, Hassan, "Al-Tanzeem Al-Idari Lil-Jami'aat Al-'Arabiyyah", (The Administrative Organization of Arab Universities), Cairo, Secretariat-General, Association of Arab Universities, 1976. 10 pages.

- Paper presented to the Third General Conference on University Organization; Set-up and Administration, Baghdad, November 21-27, 1976.

In his introduction, the writer explained the aims of the integrative administrative organization and mentioned a set of principles and criteria which, in his opinion, should be taken into consideration at the time of working out the university's administrative set-up.

In this connection, the writer stressed the importance of establishing executive bodies within universities to take charge of the executive aspects of the university's activities, as well as consultative bodies to undertake research, development devices and drawing up plans which are suitable for the achievement of the desired targets.

The writer emphasized the importance of decentralization in university administration, saying that universities should enjoy independence in administering faculties and institutes.

The writer further emphasized the need for adopting the principle of delegating authority in order to expedite formalities.

After explaining the technical meaning of certain administrative jobs and stressing that modern administrative jobs should be created in universities, the writer reviewed the modern policies of administration, with special emphasis on simplification of procedures, improvement of the standard of performance of university personnel and development of the financial system.

104. Al-Majali, Abdul Salam, "Al-Ittijahat Al-Hadithah fil-Idarah Wal-Tanzeem Al-Jami'i", (New Trends in University Administration and Organization), by Abdul Salam Al-Majali and Hani Abdul Rahman Saleh, Cairo, Secretariat-General, Association of Arab Universities, 1976, 43 pages.

- Paper presented at the Third General Conference on University Organization; Set-up and Administration, Baghdad, November 21-27, 1976.

In an introduction to their paper, the writers cited administrative efficiency as being one of the constituents of a modern society, saying that all institutions of university education should have conscious administrative leaderships.

The paper is subsequently divided into four parts.

Part 1 reviews the modern trends in university administration and organization. After defining the university, the writers talked on university administration and councils.

The second chapter is concerned with the Board of Trustees. It indicates its functions and constitution.

Part 3 is devoted to the President of the University. It describes the technical, human and perceptual skills required in him. The same chapter deals with the forces which are influentially operative in the university system, being internal forces emanating from within the university system itself and external forces emerging from outside.

The academic dean is the concern of the fourth and last part. It describes his characteristics, the factors which contribute to his effectiveness, his responsibilities and the elements of his success and promotion. A review is also made of the characteristics which academic deans should in the future possess.

In their conclusion, the writers brought up a set of issues which they thought would face university education in the future. They urged the people concerned to give considerable thought to these issues.

A list of bibliographical references used by the authors while preparing their research is appended thereto.

105. Al-Kubaisi, 'Amer, "Ba'd Al-Mafaheem Al-Mu'assirah fi Idaret Al-Jami'aat Wa-Tatweeriha", (Some Contemporary Concepts on University Administration and Development), Cairo, Secretariat-General, Association of Arab Universities, 1976, 12 pages.

- Paper presented at the Third General Conference on University Organization; Set-up and Administration, Baghdad, November 21-27, 1976.

Following an introduction in which the writer showed to what extent universities in developing countries are handicapped in realizing the task of improving higher educational matters, the writer reviewed some suggestions and recommendations advanced in the Conference by numerous scholars on the role of universities in the Arab region and the prospects of their development.

The writer went on to discuss the concept of the behaviourist school and to indicate to what extent it has benefitted by the methods utilized in natural sciences.

Discussing the approaches of the behaviourist school which could be adopted in analysing the present status of Arab universities, the writer talked on the ecological approach which stresses the impact of the environment and its external variables on the behaviour of universities and their personnel. He also dealt with the systematic approach which presumes that four basic elements are a prerequisite for the emergence of a university namely, the inputs, the outputs, the process and the feed back.

According to the writer's conclusions, an integrative theoretical framework should be worked out for the administration of Arab universities, which consists of three stages being: administration according to targets, targets through programmes, and programmes through self performance.

Concluding his paper, the writer outlined the results obtained through the utilization of the behavioural method in analysing the status of administration and in denoting its future prospects.

Aims - Arab Countries

106. 'Aaqel, Fakher, "Ahdaf Al-Jami'ah fil-Watan Al-'Arabi Wa-Mustaqbaluha", (Aims and Future of Universities in the Arab World), Cairo, Secretariat-General, Association of Arab Universities, 1976. 21 pages.

- Paper presented at the Third General Conference on University Organization; Set-up and Administration, Baghdad, November 21-27, 1976.

After dealing in his introduction with the university's task in propagating and promoting the scientific spirit and upholding academic attitudes, the writer gave an account of Arab universities in the past and present, with special emphasis on the Syrian University and the justifications for its establishment and existence.

Explaining how an Arab university should be the writer dealt with the problems from which Arab universities are suffering, such as the overcrowdedness of classes the problems of curricula, syllabi, teaching methods and examinations and the fact that theoretical subjects are given preference over practical.

He went on to explain the main objects of a university, talking in this respect on the promotion of the academic spirit, the graduation of cultured young men, the training of the educated men on how to teach themselves, the administration of the university by its own self effort, the encouragement of academic research work and the good selection of faculty.

On the role Arab universities are expected to play in our modern Arab society, the writer said that universities should endeavour to modernize society, perpetuate education, develop rural regions and step up production.

An outline of the paper is given at its end.

107. Al-Tall, Sa'id, "Mabadi Wa-Ahdaf Al-Ta'leem Al-Jami'i Al-Arabi; Dirasah Istitla'iyyah", (Principles and Aims of Arab University Education; An Exploratory Study), Cairo, Secretariat-General, Association of Arab Universities, 1976. 68 pages.

- Paper submitted to the Third Conference on University Organization; Set-up and Administration, Baghdad, November 21-27, 1976.

Beginning his paper, the writer wrote an introduction on the reasons which led to the establishment of educational foundations of all types and levels and the role of education as a means for development and progress.

The writer then reviewed the history and development of university education since old ages and until today. He described the initial characteristics of university education which are still reflected in institutions of university education in our contemporary world.

He went on to explain the principles and aims of contemporary university education in Western culture showing to what extent such aims may be made use of in developing the mission of Arab university education.

Reviewing the present status of university education in the Arab World, the writer defined its positive and passive aspects and described the circumstances of the contemporary Arab society, showing what changes and development education is expected to effect in the society.

An explanation of the status of Arab university education followed.

Concluding his paper, the writer reviewed the aims of Arab university education as visualized by him, both on an indigenous level and on a pan-Arab and human level.

A list of reference books in Arabic and foreign language is appended to the paper.

Educational Statistics - In Iraq

108. Basrah, Basrah University, "Al-Dalil Al-Ihsaei Al-Sanawi", (Annual Statistical Guide), Basrah University, 1975-1976, Basrah, 1976 75 tables.

A review is made in the Document's introduction of the developments undergone by Basrah University eversince it was established and until the year 1975/76.

The text of the Document itself is divided into nine parts comprising 75 statistical tables and charts.

Part 1 consists of eight statistical tables demonstrating the extent of progress of higher education in Iraq between 1969/70 and 1974/75.

The tables and charts contained in Part 2 indicate the developments in the number of students registered in the various faculties of Basrah University and the rate of admission in each faculty.

Part 3 is concerned with the students actually enrolled in the University. The pertinent tables are divided according to sex and nationality as distributed over the various faculties.

The tables of Part 4 contain statistics on post-graduate students in the University, showing the number of admitted students and those actually attending courses as well as the developments in their numbers.

The fifth part presents statistical tables on the number of graduates per each faculty from 1967/68 to 1974/75 and the gross number of graduates from the University as a whole from 1967/68 to 1974/75.

Part 6 reviews the developments in the number of students in the University dormitory.

The seventh and eighth parts show the progress in the number of faculty and other administrative employees divided according to University faculties.

The ninth and last part consists of miscellaneous statistics on the number of books and periodicals and the book-borrowing movement in the University library as well as the activities of the Directorate of Youth Care on university level and on the level of each separate faculty.

In Jordan

109. "Al-Jami'ah Al-Urduniyyah; Tarikhuha Wa-Kulliyyatuha", (The Jordanian University; Its History and Faculties", "Majallat Al-'Ulum Al-Ijtima'iyyah", (Magazine of Social Sciences), Kuwait, 4th year, Issue No. 2, (July 1976), pp. 143-150.

An account is given of the Jordanian University ever since it was established in 1962. The numbers of its students and teaching staff at the time of its foundation were given and a review was made of the developments undergone by the University since its foundation and until the year 1975/76 as to its student body, professors, system of education, increased number of faculties and the University Library.

Each of the University's nine faculties is dealt with separately. Their departments are named, their dates of establishment are mentioned, the degrees offered are listed and the growth in the number of their students and professors is recorded.

The University's role in qualifying its students to work collectively and think independently is elaborated.

GEOGRAPHY - THE SUDAN

110. Al-Hussain, Abdul Wahhab, "Dawr Al-Jughrafia fil-Tanmiyah fil-Watan Al-'Arabi 'Ammatan wa-fil-Sudan Khassatan", (The Role of Geography in the Development of the Arab Fatherland in General and in the Sudan in Particular), "Al-Tawtheeq Al-Tarbawi", (Educational Documentation), The Sudan, 9th year, Issue No. 37, (June 1976), pp. 19-24.

After emphasizing the importance of geography and identifying the geographist, the writer dealt with development and explained its meaning.

He gave a definition of economic development in general, with a special emphasis on the economic development in the Arab Fatherland in particular.

Concluding his article, the writer discussed the Sudan's economic development, mentioning the Sudanese industries which use local metals.

GUIDANCE IN SAUDI ARABIA

111. Saudi Arabia, Ministry of Education, Centre of Statistical Data and Educational Documentation, Section of Educational Documentation, "Wijhat Nazar hawla Al-Tawjeeh", (A Point of View on Guidance), Riyadh, 1976, 12 stencil pages.

At the beginning of this document, the writer showed the importance of guidance and counselling to youth, showing how guidance is related to the society's discipline and punishment.

Dealing with the principles and different meanings of guidance, the writer said that experience is the rich source of any guidance.

Referring to the relation between education and guidance, the writer mentioned the process of change which takes place within the individual as a result of education.

Pointing to the relation between teaching and the process of change, the writer described the role of the teacher who is regarded, in the modern theories of education, the most effective element in the teaching process.

As regards the relation between education and the society, the writer described the efforts deployed by guidance to educate individuals, showing the relation between guidance on the one hand and discipline and punishment on the other.

The writer went on to point out the fundamental services rendered by the school and how they relate to the aims, problems and requirements of guidance, showing the importance of applying technology to the technical methods of guidance.

He summed up his study reiterating the importance of guidance and counselling in helping individuals.

HIGHER EDUCATION

In Arab Countries

112. Sadek, Hassan, "Al-Ta'leem Al-'Aali fil-Bilad Al-Namiyah", (Higher Education in Developing Countries), Cairo, Secretariat-General Association of Arab Universities, 1976, 7 pages.

- Paper submitted to the Third General Conference on University Organization; Set-up and Administration, Baghdad, November 21-27, 1976.

Following an introduction dealing with the impact of education on the economic and social development, the writer indicated the need for reconsidering the systems of education in order to correspond to job classifications and employment opportunities. He also emphasized the need for directing more attention to pre-university education.

Dealing with the problem of the ever-increasing number of students admitted in universities, the writer suggested methods whereby the number of students admitted in universities may be checked.

The writer called for the creation of local university centres in the various Governorates to ensure that university services reach each citizen.

Explaining the aims of the UNESCO-financed project the writer said this project contemplates the creation of a centre for higher studies and research in Alexandria University.

Concluding his study, the writer underlined cooperative efforts in establishing and developing regional research centres in developing countries.

In Democratic Yemen

113. Zain, Mohamed Ja'far, "Al-Falsafah Al-'Aammah Lil-Ta'leem Al-Jami'i", (The General Philosophy of University Education), "Al-Tarbiyah Al-Jadidah", (New Education), (People's Democratic Yemen) 2nd year, Vol. 2, (Sept. 1972) pp. 98-99.

The general philosophy of university education in Democratic Yemen is reviewed by the writer from the point of view of four fundamental principles.

The first principle calls for linking knowledge and learning to the society and to the actual and material conditions of economic life, with an indication of how this relates to the aims sought from the establishment of a university.

The second principle deals with linking higher education and its machineries to the country's economic and social development plans. The outcome of this policy, the writer added, is to determine the society's economic structure and to qualify its machineries accordingly. Here, he mentions the responsibility of the Ministry of Planning

As regards the third principle, the writer indicated the importance of linking scientific and theoretical knowledge to practical problems saying that universities are held responsible for arming their machineries with theoretical and practical ideas derived from the facts of life. Training in all fields is necessary for realizing such qualification, he added

The fourth principle is confined to the creation of an integrative nationalist Yemeni personality. It is therefore important to give adequate training to university students in order to create strong generations capable of defending the Yemeni revolution The practical steps for implementing this fourth principle are explained in detail.

[illegible] Saudi Arabia

114. "Al-Ta'leem Al-'Aali fil-Sanah Al-Thaaniyah min Al-Khuttah Al-Khamsiyyah Al-Thaaniyah", 'Higher Education in the Second Year of the Second 5-Year Plan', "Al-Tawtheeq Al-Tarbawi" magazine (Educational Documentation), Saudi Arabia, Issue No 12, (October 1976), pp 36-43.

The article began with a review of the aims and policies of Riyadh University during the years under discussion and the programmes and projects contemplated for the second year of the 5-Year Plan.

The article then deals with King Abdul 'Aziz University, showing the aims envisaged and the methods to be adopted during the second year of the Plan for the realization of these aims.

A review is also made of the aims, policies and projects of the University of Petroleum and Miners, the Faculty of Girls, the Islamic University and the Islamic University of Imam Mohammed Ibn Saud during the Plan's second year.

HISTORY

Teaching in the Secondary Schools of Kuwait

115. Saadah, Youssef Jaafar Mohamed Reda, "Istikhdam Al-Qiraat Al-Kharijiyyah fi Tadrees Al-Tarikh Lil-Saff Al-Awwal Al-Thanawi Bil-Kuwait", (Use of Outside Readings in Teaching History to the First Year Secondary in Kuwait), Cairo, Department of Curricula, Faculty of Education, Ain Shams University, 1976, 205 pages.

- Dissertation submitted to the Department of Curricula of the Faculty of Education, Ain Shams University, for obtaining the degree of M.A. in Education.

This dissertation is divided into seven chapters.

Chapter 1 states the problem under discussion, indicates its proportions and explains the method of research adopted to study this important problem.

The second chapter deals with the functions of outside readings in the teaching of history, while Chapter 3 indicates the extent to which a teacher may use outside readings in teaching history to the first year secondary pupils in Kuwait. A review is made of a questionnaire conducted by the author to gather the necessary data, outlining the results obtained from the questionnaire.

In Chapter 4, the writer dealt with the sources of outside readings in the school library, stressing the importance of school libraries and showing their aims and functions, whether to the pupil or to the teacher. A review is also made of the present system of school libraries in Kuwait and the handicaps experienced therein.

The fifth chapter deals with the criterion used in the teaching of history and the method in which it is applied. In the same chapter, the aims of the curriculum of history are explained together with the characteristics of growth among students in the secondary stage with an indication of the educational possibilities available in Kuwait

Chapter 6 deals with experimental studies and with an analysis of the results.

The seventh and last chapter contains the writer's proposals and recommendations which deal with curricula, aims, the history teacher, technical supervision, teaching methods, text books school libraries, examinations and school administration.

A list of Arabic and foreign references consulted by the writer as well as two appendices containing the questionnaire and the observation sheet are appended to the dissertation

116. Al-'Awadi, Abdul Latif Mohamed Saleh "Istikhdam Al-Masadir Al-Asliyyah Ka-Madkhal Li-Tadrees Al-Tarikh Bil-Saff Al-Thalith min Al-Marhalah Al-Thanawiyyah fil-Kuwait" (Utilization of First-Hand Sources as an Introduction to History Teaching to Pupils of the Third Year Secondary in Kuwait) Cairo, Department of Curricula, Faculty of Education, 'Ain Shams University, 1976. 37 pages plus appendices

- Dissertation submitted to the Department of Curricula, Faculty of Education, 'Ain Shams University, for obtaining the degree of M.A. in Education.

This dissertation is divided into six chapters the first of which stresses the importance of the topic under discussion, defines the problem, shows its proportions and describes the steps taken to discuss it.

Chapter 2 deals with the nature and meaning of history and reviews the different opinions on the meaning of history, indicating the aims sought by teaching history as a school subject.

The third chapter urges use of first-hand sources in history teaching showing how such sources are made use of

Chapter 4 describes the questionnaire and observation card prepared by the author to gather his data. He reviewed the results obtained and analysed the outcome of his observation cards

In the fifth chapter the writer described the method of using first-hand material in history teaching, giving the causes for the failure to use first hand material. The writer defined the aims contemplated by the history curriculum and showed how such aim is served through use of first hand material. He also described the characteristics of secondary school pupils.

The sixth and last chapter is devoted by the author to a description of the experiment he had undertaken to prove the importance of first hand material in teaching history to third year secondary pupils in Kuwait. In this chapter he reviewed the topic chosen for his experiment being the Crusade Wars, or the foreign invasion of the Arab Fatherland

The writer's suggestions and recommendations as concluded from his study dealt with the aim of history teaching, the teacher's role in attaining such aim, the teaching method conducive to such aim and the role of the school library, technical guidance and text books in serving the aims of history.

Ending this chapter the writer reviewed a set of Arabic and foreign language books which he consulted in the course of preparing his dissertation.

Teaching Methods - Jordan

117. Shabib, Nadia, "Turuq Tadrees Al-Tarikh", (Methods of Teaching History), "Risalat Al-Mu'allim" (Jordan) 19th year Issue No. 4, (October-December 1976), pp 22-25

At the beginning of her article, the writer reviewed the traditional method of teaching history in schools and pointed to the shortcomings of this method. She then moved to the modern educational methods and text books, saying they allow for a lively participation on the part of students. The text book, she added is a vital means in the educational process. She pointed to basic points which need to be taken into consideration at the time of writing text books.

The writer went on to say that the new trend in some countries is to study history on the basis of the original texts. She hinted to the possibility of incorporating such material in the text books.

Possibilities of making use of pictures and audio-visual devices in the teaching of history were considered by the writer who also dealt with maps and atlases and indicated the major role they play in the study of history.

The writer described the various types of maps and showed the advantages of each, distinguishing between a geographical atlas and a historical one

HOMEWORK - JORDAN

118. 'Ubaidat Zawqan, "Al-Wajibat Al-Madrasiyyah Dirasah Maidaniyyah" (Homework; A Field Study) "Risalat Al-Mu'allim" (Teacher's Mission), Jordan, 19th year, Issue No. 4 (October-December 1976), pp. 11-16.

At the beginning of his study, the writer indicated the importance of homework and showed its functions and aims and the advantages which boy and girl students in the primary and preparatory stages reap from it.

Referring to the questionnaire conducted by the writer, the writer said 23 questions were contained in the questionnaire sheet dealing with the importance of homework, its appropriate volume and the penalties to which pupils failing to do their homework are exposed.

The writer went on to describe the sample chosen for collecting the necessary data contained in the questionnaire sheets showing how he chose it and the method used to draw the pertinent conclusions from the duly filled questionnaire sheets

Regarding the general attitude to homework as revealed by his survey the writer showed the degree of interest in homework on the part of teachers and parents He also showed how homework helps the pupils themselves in assimilating and learning their lessons

The study undertaken by the author revealed the length of time spent by pupils on their homework and showed their attitude to the volume of homework they are expected to handle

On the subject of penalties which teachers pass against pupils failing to do their homework the writer mentioned a variety of punishments to which teachers resort.

Lastly, the writer mentioned some passive aspects of homework, saying that homework as is practiced today is often misused. He drew a comparison between the attitude of pupils in the primary stage and that of preparatory stage pupils as regards homework.

ILLITERATES - INCENTIVES - ARAB COUNTRIES

119. El-Kousi, 'Abdul Aziz "Al-Hawafiz Wa-Shakhsiyyat Al-Ummi", (Incentives and the Illiterate's Personality) Baghdad Conference on the Compulsory Eradication of Illiteracy Baghdad May 8-15, 1976, "Conference's Activities and Recommendations" Baghdad Directorate-General of Educational Planning Ministry of Education 1976, pp 301-314

The aim of this study is stated in its introduction which reviews the rates of illiteracy in the world and in Arab countries and cites the percentage of illiteracy in some Arab countries to prove its growth.

After reviewing the efforts exerted by the UNESCO and the United Nations in this respect, the writer gave example to show the volume of the problem of illiteracy and to what extent it is difficult.

According to the writer illiteracy is always linked to backwardness. Here, the writer, describes the characteristics of an illiterate and shows in what respects an educated individual is superior

The writer went on to relate the advantages of education, mentioning the reasons for the failure of the attempts to wipe out illiteracy and saying that in one experiment centres of literacy campaigns were re-named schools in order to encourage illiterates to join them.

Guarantees for successful literacy campaigns were enumerated by the writer. These included the existence of some drives and motives the waging of an overall national campaign the rewarding of educated youngmen who take part in literacy campaigns and the linking of education to man's basic needs.

An outline of the main points elaborated in the article is given as a conclusion.

KINDERGARTEN IN QATAR

120. Shabib, Nadia "Wazayif Al-Tarbiyah qabla Al-Madrasah", (The Pre-School Functions of Education), "Al-Tarbiyah" (Education), Qatar Issue No. 16, (July 1976) pp 40-41

Having stated the aims of pre-school education the writer mentioned the responsibilities principally borne by the kindergarten in providing children with social care.

The writer reviewed some of the problems encountered by the kindergarten showing how they could be treated from an educational point of view She also showed how children's attitudes towards the society are developed through involving them in activities which prepare them to face life In this connection the writer dealt with children's linguistic association with adults and with other children, children's behaviour in a group and the role of play in the life of children

Concluding her article the writer dealt with the system of self-service as compared to the cooperative method saying that the latter method helps children to develop their social relationships.

LANGUAGE - EVALUATION IN ARAB COUNTRIES

121. "Tawjihat Li-Tanmiyat Al-Qudrat Al-Lughawiyyah khilal Tadrees Al-Lughah Al-Umm Wal-Mawadd Al-Dirasiyyah Al-Ukhra" (Directives for Developing Linguistic Abilities in the Course of Teaching the Mother Tongue and other School Subjects), "Al-Tarbiyah Al-Jadidah", (New Education), Yemen 2nd year Issue No 4 (March 1975).

The introduction to this article explained the meaning of mother tongue and mentioned the steps to be taken for realizing the aims of the educational process, giving some directives in this respect to teachers of the first four years of the elementary stage in particular.

Following some remarks of a general nature on language development in the lower classes the writer showed how linguistic abilities may be developed while the mother language is being taught.

The writer went on to enumerate the various points involved in developing linguistic abilities in the other branches of study such as natural sciences, reading, polytechnics fine arts and art education indicating the points to be taken into consideration in exercises of vocabulary.

The writer also discussed the targets and aims of language development and intensification of linguistic abilities in the lessons of mathematics polytechnics physical education and drawing in the first year primary.

Ending his article, the writer surveyed school subjects from the point of view of linguistic abilities in the second, third and fourth year primary.

LEISURE TIME IN QATAR

122. Kamaluddin, Jalil, "Al-Faragh Wal-Waqi' Al-Tullabi", (Leisure Time and Pupils' Conditions), "Al-Tarbiyah", (Education), Qatar, Issue No. 16, (July 1976), pp. 20-23

Commenting on leisure time and the possible acute consequences befalling pupils as a result of it, the writer said that the problems caused by leisure time may be classified in principal economic and social categories, levels and classes with which pupils interact.

The writer went on to explain the degree of acuteness and the various symptoms of leisure time, saying they vary according to the different circumstances and stages of pupils. He also indicated how this problem interacts with the general conditions prevailing in the country and the pupils' social and scholastic conditions

After defining the problem of leisure time the writer showed how this time could be exploited in a variety of directions. His study of the roots of this pr [illegible] led him to propose a number of realistic and well-studied solutions which readily lend themselves to application in Arab countries through students committees, bodies and associations.

In the opinion of the writer, pupils should receive a national democratic approach to education the concepts of which are formulated through scientific planning and progressive methodology. Theory in education, he added, should be linked to practical life Any deficiency in application should be rectified in order to enable pupils to acquire more knowledge. Sending pupils on training sessions and panels abroad, is most beneficial, the writer concluded

MATHEMATICS

In Jordan

123. "Al-Ittijahat Al-Hadithah fi-Tadris Al-Riyadiyyat", (Modern Trends in the Teaching of Mathematics), by the National Pioneering Team for Developing Mathematics "Risalat Al-Mu'allim", (Teacher's Mission), Jordan, 19th year, Issue No. 4, (October-December 1976), pp. 26-32

The writer reviewed, at the commencement of his article, the reasons for changing the traditional concepts of mathematics, then evaluated the old curricula showing their shortcomings and deficiencies as well as those of text books, being the mirror which reflects such curricula.

He went on to summarize the theory of modern curricula in mathematics in a number of points, indicating the concepts and skills which our modern age requires in a pupil. The writer further made a quick review of the prevalent trends of mathematics teaching in some advanced countries as well as the projects which are being applied by those countries.

Reviewing the experiment of teaching modern mathematics in Jordan and the radical changes introduced by the Jordanian National Team on the contents of school subjects in various classes, the writer described the steps taken in the secondary stage showing how they would serve as a basis for experimenting on modern mathematics teaching in the other stages. He emphasized the steps taken on the one hand to improve text books and on the other to give careful attention to the process of teacher training.

In the Sudan

124. Al-'Umrani, Al-Sirr Ahmed "Tajrubat Al-Riyadiyyat Al-Mu'assirah fi Marahel Al-Ta'leem Al-'Aamm", (The Experiment of Modern Mathematics in the Stages of General Education), "Al-Tawtheeq Al-Tarbawi", (Educational Documentation), Democratic Republic of the Sudan, 9th year, Issue No. 36, (March 1976), pp 19-25.

As an introduction to his article, the writer said that the curricula of mathematics have developed in the 1930's and their teaching methods have had corresponding development in conformity with the new teaching methods devised by educational psychology

On the development of the curricula of mathematics in the various stages of education and the resulting changes introduced on the text books of mathematics in these stages, the writer said that the text book of mathematics for the first year primary has undergone changes and was used in the experimental schools of Bakht Al-Reda and in four other schools in Khartoum before using it in all Sudanese schools.

The text book used in the second year primary invited a commentary on the standard of its language on the part of the writer.

He commented as well on the text books of other primary years and showed the relation between their material and the established curricula of mathematics for those classes.

The writer went on to comment on the development of the curriculum in the general secondary stage, saying that the development followed an integrative order in all three years and adding that this stage needs books of mathematics.

In conclusion, the writer moved to the higher secondary stage, saying that the curricula of mathematics are subject to experimentation. Text books used are the ones prepared by the UNESCO for developing mathematics in the higher secondary stage in Arab countries, he said.

OUTSIDE READINGS

Jordan

125. Abdul Sattar Ghadah Fathallah, "'Adam Iqbal Al-Talibat 'ala Tahdir Al-Abhath Wa-Jam' Al-Ma'lumat Al-Kharijiyyah", (Girl Students are not Enthusiastic about Research Work and the Accumulation of Outside Information), "Risalat Al-Mu'allim", (Teacher's Mission), Jordan, 19th year, Issue No. 4, (October-December 1976), pp. 73-77.

At the beginning of her article, the writer reviewed the sources through which she was able to determine that the problem under discussion exists, mentioning its causes as revealed by the questionnaire prepared by the writer and distributed among girl students, mistresses and librarians. The problem for which the writer sought solutions, is that girl students are not enthusiastic about research work.

After reviewing the various hypothesis for solving this problem and showing how she put them in practical application, the writer indicated the importance of reading as a means for widening the girls' scope of knowledge, saying that the school should play a role in this respect through organizing panels and meetings allocating special periods for library work and better organizing and utilizing the girls' time.

The findings obtained from this survey were tabulated in a table which showed the number of research conducted by girl students before and after this experiment pointing to the significance of such findings.

The questionnaire prepared by the writer and the conclusions drawn from it are set forth at the end of the article.

Secondary Schools - Jordan

126. Saleh, Saleh Moussa Abdullah, "Al-Qiraat Al-Kharijiyyah lada Tullab Al-Saff Al-Thani Al-Thanawi Al-Adabi fi Madrasat Al-Nasr Al-Thanawiyyah Lil-Baneen Wa-'Ilaqatuha Bi-Hajat Al-Tullab", (Outside Readings for the Pupils in the Second Year Secondary, Literary Branch, in Al-Nasr Secondary School for Boys and How They Meet Pupils' Needs), "Risalat Al-Mu'allim", (Teacher's Mission), 19th year, Issue No 4, (October-December 1976), pp. 48-55.

After stating the problem under survey and how he felt towards it the writer mentioned the various sources through which he determined the existence of this problem and described a questionnaire conducted by him for surveying the proportions of the problem of outside readings.

The writer went on to specify the level outside readings he wishes pupils would attain, especially in historical subjects, and described the sample used in answering his questionnaire, giving definitions of the terms used in his survey.

According to the hypothesis made by the writer solutions for this problem lie in three directions, namely, to train pupils on reading, to guide them to good reading habits and to provide a variety of books in the library, not to overlook the role of the home and the school in cooperating to avail pupils of chances for outside readings

The writer then explained how these suggested solutions were put to practice and described their results as to the time allotted for outside readings, the reading material itself and the degree of interest shown by pupils in the various subjects of reading

Concluding his article, the writer advanced some recommendations drawn up in the light of his findings. These recommendations dealt with teacher training colleges, parents and incentives for encouraging readership on the part of pupils.

PARENTS AND CHILDREN IN IRAQ

127. Ahmed, Samiha Abdul Hamid, "Ittijahat Al-Walidain nahwa Ta'leem Al-Bint fi ba'd Al-Manatiq Al-Janubiyyah fil-'Iraq", (Parents' Attitude to Woman Education in some of Iraq's Southern Regions), Cairo, Faculty of Girls, 'Ain Shams University, 1976, 216 pages.

- Dissertation submitted to the Psychology Department of the Faculty of Girls, 'Ain Shams University for obtaining the degree of M.A. in education.

This dissertation consists of five chapters and a set of appendices

In the first chapter, the writer made a presentation of her topic, showed its significance, aim and scope and defined the terms used in it

Chapter 2 dealt with the manner in which attitudes are formed and reviewed the earlier studies written on the same subject

In Chapter 3 the writer explained the steps taken to build up her measurement, indicating in Chapter 4 how this measurement was applied and the formula adopted in its application

The fifth chapter reviews, analyses and interprets the writer's findings and recommendations and indicates the problems brought up in this dissertation which may be studied in future academic research

In conclusion, the writer listed the Arabic and foreign reference books utilized in this dissertation and supplemented a set of appendices containing the measurement devised, the questionnaire distributed and the statistical analysis of the results obtained.

PERSONNEL - TRAINING - ARAB COUNTRIES

128. Jalal, Abdul Fattah, "Ikhtibar Wa-I'dad Wa-Tadreeb Kawadir Mahw Al-Ummiyyah fi Itar Falsafat Al-Ta'leem Al-Mustamirr", (Selection, Preparation and Training of Literacy Campaign Personnel within the Framework of the Philosophy of Perpetual Education), Baghdad Conference on the Obligatory Eradication of Illiteracy, Baghdad, May 8-15, 1976, "Conference's Activities and Recommendations", Baghdad, Directorate-General of Educational Planning, Ministry of Education, 1976, pp. 395-410

After showing the impact of Iraqi Law No 142 of 1974 on stepping up the campaigns against illiteracy, the writer reviewed the obstacles and shortcomings encountered in the field of human and material possibilities.

Commenting on the personnel required for fighting illiteracy within the framework of a philosophy calling for perpetual education, the writer mentioned the types of personnel needed for literacy campaigns, dividing them into instructors, inspectors (i.e. educational supervisors, specialists who undertake technical duties and administrators. He showed how these personnel are selected and tested mentioning the yardsticks used in testing them and the sources from which they are selected.

The writer went on to explain the aims of the training programmed designed for literacy personnel describing the content of the training programmes provided respectively for the instructors inspectors, specialists and administrators. He reviewed the training methods and described how the entire process of training is organized.

Concluding his article the writer emphasized that human efforts are vital for bringing about a successful overall plan for wiping out illiteracy.

PERSONNEL ENGAGED IN FIGHTING ILLITERACY - IN IRAQ

129. Al-Qasim, Badi' Mahmoud Moubarak, "'Idad Wa-Tadreeb Kawadir Mahw Al-Ummiyyah", (Preparation and Training of Literacy Machineries), Baghdad Conference for the Compulsory Eradication of Illiteracy Baghdad, May 8-15, 1976, "Conference's Activities and Recommendations", Baghdad Directorate-General of Educational Planning, Ministry of Education, 1976, pp. 411-437.

As an introduction to his study, the writer outlined the aims and philosophy of his topic and stressed the importance of training all individuals who are engaged in the literacy campaigns and adult education.

After reviewing the most outstanding international trends in training literacy personnel and showing how such trends were put to practice, the writer also reviewed the recommendations adopted in this respect by international and regional conferences panels and organizations, explaining Iraq's experiment in training the personnel engaged in literacy campaigns and adult education.

Talking on the Iraqi experiment the writer described its features showed how personnel are selected for such training and made an evaluation of this experiment in the light of international trends and criteria, whether in selecting candidates or in training them.

Concluding his study, the writer reviewed his forecast for the future emphasizing the necessity of giving thorough training to a well-selected group of candidates engaged in literacy campaigns and adult education.

A list of Arabic and foreign references consulted by the writer is appended to his study

PSYCHOLOGY OF EDUCATION IN ARAB COUNTRIES

130. Osman, Sayyed Ahmed "Al-Ussus Al-Nafsiyyah Li-Ta'leem Al-Kibar". (The Psychological Bases for Adult Education), League of Arab States Arab Organization for Education, Culture and Sciences. Arab Agency for the Eradication of Illiteracy and Adult Education. "'Ilm Ta'leem Al-Kibar, Vol. 1". (The Science of Adult Education Vol. 1), Cairo, 1976, pp. 155-180.

Following an introduction in which the writer defined the psychological bases for adult education, he described the mental and emotional characteristics of adults and indicated their psychological and social needs.

Explaining the auxiliary conditions in adult education, the writer dealt with the positive attitude towards education educational work performance, training and activity, reinforcement measures, feed back, self education, evaluation, organization and the assembling of adults into small groups. The importance of each of these conditions was pointed out by the writer who concluded his article with an explanation of the importance of evaluation to adult education.

READING - PRIMARY SCHOOLS - JORDAN

131. Al-Hayyari, Ratibah Abdul Rehim, "Du'f Tullab Al-Saff Al-Thani Al-Ibtidaei fil-Qiraah Wal-Kitabah", (Weakness of Pupils in the Second Year Primary in Reading and Writing), "Risalat Al-Mu'allim", (Teacher's Mission) (Jordan), 19th year, Issue No. 4, (October-December 1976) pp. 56-64.

After reviewing the experiment conducted on the pupils of her class the writer translated its outcome into figures and charts by which she was able to determine the problem at hand concerning the inability of pupils to read and write properly.

Pointing to the relation between reading and writing, the writer endeavoured to enumerate the causes giving rise to this problem, whether such causes pertain to the teacher, to the pupil, to the curriculum, to the local environment or to the circumstances at home

The writer went on to review her own hypotheses for solving this problem, tabulating the outcome of her research in a list showing the number of mistakes made by pupils before and after training. She also explained the method of training used by her, and advised mistresses on how to help their students overcome the weakness in reading and writing.

SCHOLASTIC ACTIVITIES IN THE DEMOCRATIC REPUBLIC OF YEMEN

132 Taher, 'Elwi Abdullah, "Al-Nashatat Al-Madrasiyyah Wa-Ahammiyatuha", (School Activities and their Significance), "Al-Tarbiyah Al-Judidah", (New Education), Democratic Yemen, 2nd year Issue No. 4, (March 1976), pp. 26-34.

Following an introduction of the importance of providing modern schools which interact with the society through the activities of their pupils, whether boys or girls, the writer mentioned the types of activities which in his opinion, should be introduced into Yemeni schools in order to realize the desired aims and purposes.

In this respect, he described how an educator should make use of the pupils activities within the classroom, encouraging them to engage in school dramatics, debates and lectures, library activities bulletin-board magazines, exhibitions and extra-curricular class committees. He showed how pupils obtain credit for each type of the above-mentioned activities.

The writer went on to review the facets of social responsibility outside the classroom, such as forming societies for developing talents and fostering good social conduct, explaining the purposes which could be served through the establishment of a cooperative society sports groups, farms and animal breeding yards and the organization of picnics, parties, theatres and clubs

Concluding his article, the writer enumerated the advantages which pupils reap as a result of such activities.

133. 'Alawi, Abdul Hafeez, "'Ilaqat Al-Idarah Al-Madrasiyyah Bil-Tullab", (The Relation between School Administration and Pupils), "Risalat Al-Mu'allim" magazine, (The Teacher's Mission), Jordan, 19th year, Issue No. 4, (October-December 1976), pp. 17-21

Following a talk on public relations in schools and their aims and advantages in establishing closer relationship between the school and the society, the writer defined the role and duties of the administration in an educational institution explaining how the administration views the educational process and the services which a modern school renders to pupils

Discussing discipline pupils and the administration, the writer elaborated on certain problems on the part of pupils which confront the administration such as their breach of laws and regulations, showing how such situations are handled

After stressing the importance of the role played by the administration in promoting and diversifying school activities to attain the desired purposes, the writer said that coordination between these activities is vital. He pointed to the manner in which such coordination may be realized and evaluated.

According to the writer the administration's duties are not accomplished until sound relationships have been established between the administration and the school personnel. He pointed to the manner in which such relationship may be fostered

The writer went on to deal with the relation between school administration and pupils' parents, saying that the administration should endeavour to involve them in all matters connected with their children in order to secure their positive participation in school activity.

In conclusion, he dealt with the administration's duty to evaluate pupils from two principal aspects namely, their academic accomplishment and progress and their personal and social adjustment

SCHOOL ADMINISTRATION AND ORGANIZATION

In the Democratic Republic of Yemen

134. Mahboub, Mohamed Abdullah, "Fa'iliyyat Al-Idarah Al-Madrasiyyah" (Effectiveness of School Administration), "Al-Tarbiyah Al-Jadidah" magazine, (New Education), Yemen 2nd year Issue No. 4 (March 1976), pp. 17-25.

Following a synopsis on education before and after the Democratic Yemeni Revolution of June 22, the writer described the tasks of school administration as defined by the First Educational Conference.

After reviewing the traditional concepts and aims and showing the harmful effect of their perpetuation, the writer commented on the new concept of school administration signalling out its basic points and mentioning that a good foundation should be laid in order that school administration may perform its tasks and aims properly.

Duties of school principals, he said, fall into four areas: to develop the school's educational programme through experience, to create and foster human relationships during work in school, to provide a healthy atmosphere in school and to reform school work in such a manner as to ensure continued improvement.

In this connection, the writer emphasized the importance of adopting a democratic approach in reforming school work, explaining why this approach is successful. He listed the elements which help in creating a favourable environment that would be receptive to the democratic approach and would ensure a practical and successful exercise of democratic methods.

In Jordan

135. Al-Ayyoubi, Ishaq Mohamed, "Mudir Al-Madrasah Mushrif Tarbawi Muqeem", (The School Principal is a Resident Educational Supervisor) "Risalat Al-Mu'allim", (Teacher's Mission), Jordan 19th year, Issue No. 1, (January-March 1976), pp. 30-32.

Following an introduction on the importance of the continuous presence of the school principal among his teachers and pupils, the writer enumerated the aims of modern educational supervision which enable the school principal to perform his supervisory role in an effective manner.

Among the supervisory measures which a school principal could take are the following: visiting teachers in classrooms, meeting each teacher separately, meeting the teaching body, giving demonstrative lessons designed to explain a new method or device, encouraging teachers to exchange visits, guiding teachers to take appropriate decisions, reviewing samples of the written and laboratory work of pupils, insuring that the teacher benefits from the principles of good teaching, directing teachers to the use of textbooks and encouraging teachers to carry out research and experimentation

The writer appended to his article a bibliographical list of Arabic and foreign reference books consulted in the preparation of this article.

SCHOOL DRAMATICS - QATAR

136. Selim, Abdul Moneim "Al-Masrah Al-Madrasi Darourah Tarbawiyyah", (School Theatre is an Educational Necessity), "Al-Tarbiyah", (Education), Qatar, Issue No 16 (July 1970), pp. 10-13.

After emphasizing the need for extra-curricular activities as an effective means for satisfying the pupil's requirements in the various stages of his growth, the writer mentioned the school theatre as constituting one form of these activities, showing its significance to the pupil.

The writer went on to deal with the skills and experience which a pupil could acquire through dramatics, adding that the school theatre is capable of dramatizing school subjects and overcoming their problems.

School theatres, the writer added, should confine themselves to the field of education. They should cater to the various interests of pupils. Dramatic groups should choose plays which serve educational purposes.

Concluding his article, the writer listed a variety of school theatres, showing how plays may be chosen and introduced on the stage. He cited examples of some school dramatics presented by pupils in Qatar.

SCHOOL JOURNALISM IN ARAB COUNTRIES

137. Al-Huqail, Abdullah Ahmed, "Ahammiyyat Al-Sahafah Al-Madrasiyyah", (The Significance of School Journalism), "Majallat Al-Tawtheeq Al-Tarbawi", (Educational Documentation Magazine), Saudi Arabia, Vol. 12, (October 1976), pp 7-8.

After commenting on the importance of school journalism as a medium of culture and showing its bearing on the upbringing of youngsters pursuant to the principles of modern education, the writer explained its role in helping students discover their abilities, talents and aptitudes and also its role in realizing general targets of modern education.

In this connection, he mentioned how school journalism widens the scope of thinking of pupils, motivates them to read and be learned youngmen, trains them on the correct use of the language, develops their sense of beauty and trains them to be courageous, independent and cooperative with their school mates.

SCHOOL LIBRARIES IN IRAQ

138. Al-Tamimi, Abdul Jalil Murtada, "Waqi' Al-Maktabat Al-Madrasiyyah fil-Madares Al-Mutawassitah fil-'Iraq", (The Present Status of School Libraries in the Intermediate Schools of Iraq), Baghdad, Ministry of Education, Directorate-General of Educational Planning, 1976, 49 pages.

This document represents a survey of school libraries in Iraqi intermediate schools undertaken by the author.

The first chapter of this survey explains its importance and aims and describes the methods and procedures followed in the survey, the sample selected for filling data sheets and the various aspects of school libraries covered by the data sheets.

In Chapters 2, 3 and 4, the writer analysed and discussed the results obtained from the survey. He reviewed those schools which contained libraries and those which contained none, described the physical location of the library, the types of books on stack, the quality and academic qualification of librarians, the technical methods used in libraries, the systems of book borrowing and its duration, the number of books borrowed and the difficulties encountered by libraries.

The fifth chapter gives a summary of the survey and the suggestions concluded by the author for improving school library efficiency. He insisted on finding solutions for the financial, administrative and technical obstacles faced by school libraries

SCIENCE TEACHING IN JORDAN

139. Aliyyan, Fawzi, "Ahamiyyat Dars Al-'Ulum", (The Significance of Science Teaching), "Risalat Al-Mu'allim" (Teacher's Mission), Jordan, 19th year Issue No. 4 (October-December 1976), pp. 35-36.

Beginning his article the writer explained the importance of science teaching saying that sciences are related to daily life and to the environment.

He went on to explain how science lessons are instrumental in developing the mind and the body, then dealt with living creatures and the influences of sight and hearing

Science teaching, he added, is useful in diagnosing human diseases and detecting their causes. It is equally useful in comprehending the atmospheric phenomena around us. Thanks to science, man was able to land on the moon and to develop missiles, rockets, airspace laboratories and the like.

In conclusion, the writer stressed the importance of science teaching in enhancing the imagination of students and in recording scientists' efforts.

SECONDARY EDUCATION

Aims - in Saudi Arabia

140. Nato, Ibrahim Abbas, "Dawr Al-Ta'leem Al-Thanawi Al-Marghoub', (The Role of the Desired Secondary Education), "Al-Tawtheeq Al-Tarbawi" magazine, (Educational Documentation), Saudi Arabia, Issue No 11, (April 1976), pp. 5-7.

Having explained the mission of a secondary school and the psychological needs of secondary school pupils, the writer described the aptitudes and abilities which pupils in this stage possess.

He went on to emphasize the importance of guidance and counselling during this stage, indicating the role of the school and the teaching staff in this respect.

After describing the attitude of the secondary school teacher towards his pupils and explaining the importance of the method of experimentation, observation and laboratory work for pupils in this stage, the writer concluded his article saying that pupils should be well trained and directed in this stage to join the various sectors of the society and meet the country's need to manpower.

In Bahrain

141. Fahmy, Mohamed Saifuddin, "Waqi' Al-Ta'leem Al-Thanawi fil-Bahrain Wa-Ihtimalat Numuwihi fil-Mustaqbal" (The Present Status of Secondary Education in Bahrain and the Prospects of its Growth in the Future), Manamah, Administration of Educational Planning, Ministry of Education, 1976, 36 pages + appendices

Following an introduction on the importance and aims of secondary education and the important developments undergone by secondary education in Bahrain, the writer divided his study into four chapters.

In Chapter 1, he dealt with the present conditions of the secondary education in Bahrain from a quantitative point of view. He reviewed statistical figures on the growth of secondary education institutions according to sex, types of education, fields of specialization, regions and ages.

Chapter 2 deals with secondary education in Bahrain from a qualitative aspect. Here, the writer explains the aims of secondary education, the educational level of pupils, the rates of success and failure, the possibilities available, the syllabi, the duration of the school year, the number of school days per year, the ability of secondary education to meet the society's needs and the teacher's morale.

In the third chapter the author explained some modern trends in secondary education, emphasizing in particular the trend to establish specialized schools, the trend of putting secondary education in the service of life, the trend towards comprehensive schools, the trend towards polytechnic schools and the trend towards experimentation.

The fourth and last chapter deals with the future of secondary education in Bahrain and indicates the importance of planning both for a short term and for a long term.

Thirty three tables are appended to the document. They show the number of pupils enrolled in secondary education, the number of teachers of both sexes, the average flow of pupils, the progress in the number of graduates and the estimates of secondary education growth

Also appended to the document is a questionnaire conducted among secondary school teachers and mistresses in Bahrain on the standard of training in general secondary education.

SOCIAL SERVICE IN THE SUDAN

142. Abdullah, Aisha Osman. "Takhtit Al-Khadamat Al-Ijtima'iyyah Lil-Tufulah fi Mudiriyyet Al-Khartoum". (Planning Social Services for Childhood in Khartoum Province), "Ta'leem Al-Jamaheer" (Mass Education), 3rd year. Issue No. 5, (January 1976), pp. 33-41.

After reviewing the demographic position of the Democratic Republic of the Sudan and talking on its Northern and Southern Divisions, the writer dealt with the problems and needs of childhood mentioning their material as well as moral needs

She gave an account of the efforts deployed by the Sudanese society in the fields of social welfare and in improving the status of the Sudanese woman in the various spheres now open before her, whether by virtue of education on the one hand or through vocational training on the other, the writer referred to the legislations enacted for women showing the vast progress made in them.

Following a review of the Republic's social policy as reflected in the re-moulded Sudanese society by virtue of the Charter of National Action, the writer described the planning machineries entrusted with children's services in the First 5-Year Economic and Social Plan of 1961/62 - 1970/71 and the Second Plan covering the years 1970/71 - 1974/75.

The writer concluded her article by proposing a plan aimed at raising the standard of social services and expanding such services in the rural sector. In this connection, she dealt with every thing concerned with health and educational services, social welfare and youth and sports activities.

STUDENTS

Admission - Secondary Schools in Jordan

143. Hashemite Kingdom of Jordan, Legislations, Laws, Regulations ... etc., "Instructions No 4 of 1976 in Connection with the Rules of Admission in First Year Secondary Issued Pursuant to Articles 18 and 116 of the Law of Education No. 16 of 1964" *"Risalat Al-Mu'allim"* (Teacher's Mission), Jordan, 19th year, Issue No 1 (January-March 1976), pp. 72-73.

These Instructions consist of four articles.

Article 1 gives a designation to these Instructions and specifies the effective date

The second article sets forth the general rules which determine the percentage of pupils to be admitted in the academic and vocational education together and the percentage of those admitted in vocational education alone from among pupils registered in the third year preparatory with an indication of the extent of height attained by this percentage in 1980.

Article 3 prescribes the conditions of admission both in the academic and vocational education and indicates the impact of pupils' success and age in the third year preparatory on the distribution of pupils between academic and vocational education

The fourth and last article specifies the conditions of admission in the first year of academic secondary education in private schools.

Admission - Faculties and Institutes of Education - Jordan

144. El-Jamal, Najah, "Shurut Ikhtiyar Wa-Qabul Tullab Kulliyaat Wa-Ma'ahid Al-Tarbiyah", (Conditions for the Selection and Admission of Students in Faculties and Institutes of Education) *"Risalat Al-Mu'allim"*, (Teacher's Mission), 19th year Issue No 1, (January-March 1976), pp. 24-29.

The writer began her article with a review of the conditions qualifying an individual for a profession and the requirements for admission in teacher training programmes, as regards the academic standard and bodily, mental and psychological characteristics required in candidates applying for enrollment in institutes of education

She further indicated the characteristics required in a successful teacher and in students applying for enrollment in institutes and faculties of education, substantiating her talk with a description of the methods followed in the United States for selecting students of institutes and faculties of education.

A review was also made of the types of admission examinations which cater for all educational trends.

Concluding her article, the writer mentioned the policies and conditions for admitting and selecting candidates applying to these institutes.

A bibliographical list containing Arabic and foreign reference books consulted by the writer is given at the end of the article.

Problems in Jordan

145. **Taha, Taha Mohamed**, "Dawr Al-Madrasah fi-Hall ba'd Mushkilat Al-Tullab", (The Role of the School in Solving some of the Pupils' Problems), "Risalat Al-Mu'allim", (Teacher's Mission), Jordan, 19th year, Issue No. 1, (January-March 1976), pp. 33-35

Following an introduction on the influence of the environment the family and the school on the child, the writer dealt with problems like absence from school, telling lies and cleptomania, explaining the features of each of these problems listing their causes and indicating the role of the school, the school principal and the teacher in attending to such problems

The writer explained how collaboration with the home helps in overcoming these problems.

Appended to the article is a list of references utilized by the writer in compiling his material

146. Farag, 'Aleyya 'Ali 'Ali, "Al-Ittijahat Al-Hadithah fi-Qabul Tullab Ma'ahid Al-Mu'allimeen", (Modern Trends of Student Admission in Teachers' Institutes), "Al-Tarbiyah", (Education), Qatar, Issue No. 16, (July 1976), pp. 56-57.

After stating that very little interest is shown on the part of outstanding students in enrolling in teachers, training institutes in Arab countries and after relating the causes for such a problem, the writer advanced some suggestions whereby distinguished students may be induced to join these institutes

In this connection, she explained how the teaching profession could be promoted from a moral and material aspect and dealt with the curricula of intermediate institutes showing how they would provide their graduates with opportunities to follow up their studies in universities or higher institutes.

Among the suggestions made by the writer is a suggestion calling for availing old graduates of intermediate institutes to assume leading jobs in the field of primary education, unobstructed in their career by the fact that their qualifications are of an intermediate nature. She mentioned the privileges scholarships and awards which may be granted to outstanding students to encourage them to enrol in these institutes.

Animated by a desire to keep pace with the modern trends common in advanced countries in admitting students in such institutes, the writer called for re-consideration of the conditions of admission in teachers' institutes in Arab countries. Here, she advanced a number of suggestions concerning the minimum age of admission and the psychological and personality tests which should be made prerequisite for any admission examination.

The writer also underlined the students school records, saying they should be carefully checked at the time of admission examinations.

TEACHER TRAINING

In Democratic Yemen

147. El-'Aidarus, 'Abbas Hussein, "Tadreeb Al-Mu'allimeen fil-Yaman Al-Dimoqratiyyah" (Teacher Training in Democratic Yemen), "Al-Tarbiyah Al-Jadidah", (New Education), People's Democratic Yemen, 2nd year Issue No. 2, (September 1976), pp. 10-15.

Following a review of the responsibilities of the First Educational Conference held in 1975, the writer underlined its responsibility in exercising technical supervision over men and women teacher training colleges throughout the Republic and in the training of teachers, both men and women.

Commenting on the new curricula of teacher training colleges, the writer showed how they relate to the educational aims as defined in Law No. 26 of 1972, to the recommendations and resolutions of the First Educational Conference and to the educational aims of the first four years of the unified school.

The writer described the steps taken by the State to formulate the curricula of the unified school in the light of the existing circumstances and in conformity with the field studies undertaken, the provisions of law and the requirements of the future.

He stressed the need for providing incentives to students enrolled in teacher training colleges, then reviewed the short and long term programmes for teacher training showing how they relate to the new curricula and text books and to the educational principles needed to build up the required skills and abilities.

Dealing with the methods of applying the new curricula, the writer said that teachers, as a requirement, will have to have a new kind of qualification undertaken by a certain educational body named by the writer.

In conclusion, he mentioned some problems of application which included the shortage of financial means, the shortage of text books, the unavailability of a common place for dwelling and studying, the low standard of some teachers and also the weak standard of students in teacher training institutes.

The writer explained the efforts made to overcome these difficulties.

In the Sultanate of Oman

148. "Adwaa 'ala Masiratina Al-Tarbawiyyah", (Glimpses of our Educational Progress), "Nahwa Tarbiyatin Afdal", (Towards a Better Education), Oman, 1st year, Issue No. 3, (February 1976), pp. 6-12

Following a historical background on education in Oman, illustrated by a table on the number of schools, pupils and teachers during the five years 1970/71 - 1974/75, the writer commented on the preparation and training of teachers saying that training programmes are supervised by the Department of Educational Research and Development.

The writer went on to describe the programmes of on-job educational qualification of teachers, mentioning the number of teachers who received a diploma in education in 1974/75 and 1975/76 illustrated, in two tables.

An account is also given of the Ministry's efforts in providing training opportunities to a large number of its educational personnel in the various fields of activity. An illustrative table indicates the training sessions, the topics of each session, their duration and places, the school years in which the sessions are organized and the number of those who profited from the training sessions.

TEACHING METHODS IN ARAB COUNTRIES

149. Tawq, Muhyeddine, "Fa'aliyyat Al-Tadrees", (The Effectiveness of Teaching), "Risalat Al-Mu'allim", (Teacher's Mission), Jordan 19th year, Issue No. 1, (January-March 1976), pp. 36-41.

At the beginning of his article, the writer explained what is meant by teaching effectiveness, then enumerated the prerequisites in a good teacher.

After reviewing the general principles of the teaching profession and the aims of teaching, the writer mentioned three criteria which are required to evaluate the work of a teacher. These criteria are: the outcome of the teaching process, the teaching method utilized and the teacher's personal characteristics. Here, the writer described the attributes of a good teacher as contrasted with those of a bad one.

The writer listed points which, in his opinion, should be included in a comprehensive criterion for teaching effectiveness. He enumerated the major fields with which a teacher should be acquainted.

Two examples are given to illustrate the article and to help in planning the necessary studies in this field. In addition the writer called for the adoption of a new policy which would ensure effectiveness of the teaching process.

TRAINING

In Arab Countries

150. "Final Report and Recommendations of the Vocational Training Symposium for Graduates of the Various Stages of Education in Arab Countries", Baghdad November 13-18, 1972. "Al-Tawtheeq Al-Tarbawi", (Educational Documentation) (Iraq), 4th year Issue No. 15, (1976), pp. 107-113.

Dealing with this Symposium the final report explained the general rules which govern plans and programmes of vocational training, methods of selecting trainers and instructors engaged in the field of vocational training, methods for providing trainers and instructors with the necessary training and the abilities required for each level.

The report further dealt with the relationship between vocational training and economic development plans especially as regards the present and potential labour market the policies of coordination between the agencies undertaking and supervising training in each Arab country and the methods of Arab and international cooperation in the field of vocational training.

After reviewing the task and aims of the Symposium, the report concluded with the recommendations adopted which covered seven main subjects, namely: coordination between the various agencies undertaking and supervising training in each country, general rules governing vocational training plans and programmes, trainers and training instructors, vocational and training selection and orientation, vocational training and economic development plans, follow-up, evaluation and results of vocational training and, lastly, inter-Arab and international cooperation in the field of vocational training.

In Iraq

151. 'Abdul Taleb, 'Ali, "Dalil Tadreeb Al-'Amileen fi Maydan Mahw Al-'Ummiyyah Wa-Ta'leem Al-Kibar", (A Guide to the Training of Personnel Engaged in the Field of Fighting Illiteracy and Adult Education), "Ta'leem Al-Jamaheer", (Mass Education), Cairo. 3rd year, Issue No. 5, (January 1976), pp. 56-63.

At the beginning of his article, the writer defined the concept of training and showed its role in stepping up production and improving performance. He explained the importance of training to adult education and perpetual education and showed how it relates to both of them.

In this connection the writer mentioned that the Iraqi Teacher Training Institute for Basic Education has issued a guide for assisting those engaged in fighting illiteracy. This guide indicates the general and specific aims of training and underlines the need for discerning the psychological mode of adults. It explains the proper methods of teaching and insists on using them in this field together with the necessary educational aids. It indicates the importance of evaluation and follow-up both as regards trainees and as regards training programmes.

Future prospects of training in Iraq are dealt with by the writer who added that the Iraqi Institute has decided to set high targets as an ultimate aim of its training sessions.

In conclusion, the writer gave a bit of the training sessions held by the Institute and the number of trainees attending them.

WOMEN EDUCATION

In Arab Countries

152. Ismail, Soad Khalil, "Mahw Ummiyyit Al-Maraah fil-Watan Al-'Arabi", (Fighting Illiteracy among Women in the Arab Fatherland), Baghdad Conference on the Obligatory Eradication of Illiteracy, Baghdad, May 8-15, 1976, "Conference's Activities and Recommendations", Baghdad, Directorate-General of Educational Planning, Ministry of Education, 1976, pp. 279-300.

After stating that the Arab nation is concerned with women's role in the progress of the society, the writer said that numerous conferences and panels were held on a pan-Arab level to discuss this matter, quoting the major recommendations adopted by them.

The writer then reviewed the actual circumstances of woman in the Arab World, showing in what ways she is inferior to man. She then dealt with woman's education both as to quantity and quality and also as to illiteracy, saying that these facts have resulted in making woman's share in the labour force insignificant.

She enumerated the theories and principles which should serve as basis for the plans and programmes devised to fight illiteracy among women, explaining the major tasks to be assumed at the time of planning woman's educational and cultural programmes.

Concluding her article, the writer mentioned the guarantees for a successful campaign against illiteracy. In this respect she emphasized that the political and educational leadership should adopt a clear-cut policy for women education and should abide by this policy, that priority should be given to educating illiterate adults, that eradication of illiteracy among women should constitute part of an overall plan, that masses should be enlightened on the financial resources needed, that some organization or body should be held responsible for literacy campaigns, that the personnel qualified to fight illiteracy should receive thorough training, that the necessary data on women's status should be made available, that primary education should be made compulsory, that the system of regular education be developed and that assistance should be sought from regional organizations.

In the Syrian Arab Republic

153. Al-Jabi, Ghadah, "Massouliyyat Al-Maraa Al-'Asriyyah", (Responsibilities of the Modern Woman) "Ta'leem Al-Jamaheer" magazine (Mass Education), Cairo, 3rd year Issue No. 5, (January 1976), pp. 64-69

At the beginning of her article, the writer indicated the heavy tasks awaiting developing countries in general and the Syrian Arab Republic in particular in order to keep pace with the progress of culture and technology in the post-Industrial and Technological Revolution Age.

Following a review of the common features of developing communities which caused their inability to progress, the writer pointed to the woman's role in the various development stages and indicated the responsibilities which should be assumed by women in the process of creating a new generation.

Concluding her article, the writer explained the requirements for qualifying women to undertake their responsibilities in bringing about the country's economic and social development.

154. 'Issa, Samih, "Al-Maraah Al-'Arabiyyah Al-Suriyyah Wa-Mahw Al-Ummiyyah Wal-Tanmiyah", (The Syrian Arab Woman and the Eradication of Illiteracy and Economic Development), "Ta'leem Al-Jamaheer", (Mass Education), Cairo. 3rd year, Issue No. 5, (January 1976), pp. 113-118.

Following an introduction on the problem of illiteracy and the need for putting an end to it the writer reviewed the actual circumstances of women in the Syrian Arab Republic, showing the political and social rights which women gained as a result of their long and tedious struggle.

The writer then reviewed the steps which are needed to wipe out women's illiteracy at job-site as an effective means of economic development thus bringing about advantageous results to the society

The writer proceeded to draw an accurate picture of the size of illiteracy among women and to their status as to education, guided in his attempt by statistical data.

Concluding his article, the writer indicated the extent of contribution of the Syrian Arab woman to the various economic activities according to her educational level, basing his conclusions on the data obtained from the 1970 census of the population.

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